

given in each semester of the senior year. Later, in order to allow greater flexibility in the making of senior programs, the work was reduced to correspond to five hours of credit in each semester, and a three-hour preliminary course for juniors was added. Members of the department in charge of the honors work have carried it in addition to their regular teaching schedules. Their successful experience has been drawn upon in the planning of the degree program for honors in liberal arts, instituted by the College in 1939.

The English proseminar, providing for studies in several different fields, was introduced in 1927. It is expected that candidates for the master's degree will elect three proseminars, giving six hours of credit in all toward the total of twenty-four hours required for the degree. By this provision not only candidates for the doctor's degree, who elect seminars, but also all graduate students have some training in advanced, independent work.

Early in 1928 the Division of English, embracing the Departments of English, Rhetoric, and Speech, was established by authority of the Regents. This rather loose organization, operating chiefly in the field of graduate work, lost most of its usefulness in 1930, with the complete reunion of the Departments of English and Rhetoric. There were good reasons for their separation in 1903, and even better reasons for bringing them together again in 1930, but the story is too long to be told here. It may be read in the thoroughly informed account written by Strauss for the *Michigan Alumnus*. It is safe to say that nobody concerned would welcome a second separation.

Among the richest contributions which the work in rhetoric brought to the reunited department were the Avery Hopwood and Jule Hopwood prizes for creative writing. The administration of this

endowment is explained in a separate article.

Other articles deal with the immense labor being done by members of the department in editing the Middle English and the Early Modern English dictionaries.

When the College of Literature, Science, and the Arts ordered the division of student work into a general and a degree program, each two years long, the Department of English Language and Literature took the action quite seriously. It set rather exacting requirements for admission to concentration in English, including the requirement of a qualifying examination before third-year work might be undertaken. There seems to be a general opinion that the department has been too exacting in this respect, as no other department has thought it wise to adopt a similar policy, and, accordingly, the year 1939-40 was the last in which the concentration qualifying examination was given.

Since the department became responsible in 1930 for the work in freshman composition, it has tended to ask for fewer impressionistic sketches and for more themes that test the student's power of clear analysis and sound construction. This does not mean a declining interest in the finer and rarer elements of writing. It does imply a conviction that the use of language as an instrument can with some success be taught to the average student, and that he may be guided to the attainment of a respectable degree of literacy. Those who have the interest and competence to write with a less utilitarian purpose have in advanced courses a wide range for the exercise of their talents.

In order that the department may know what to expect of incoming freshmen, and that high-school students and their teachers may know what the department expects, it has conducted for

some years what is known as the Correlation Project. Teachers from certain schools, large and small, are invited to send several times a year samples of their students' work, each set containing a theme written by each member of a class in composition. Members of the departmental committee in charge of the work then read, comment upon, and grade the themes, and return them. The work with freshmen is definitely benefited by the interchange, and the teachers who cooperate are good enough to say that they and their students share in the profits.

In other ways, too, the department works to improve its teaching. Frequent conferences are held with high-school teachers who are in residence for graduate work. In such conferences the teachers exchange ideas, and by showing what their problems are they help the staff not only to deal wisely with the young people, but also to give future teachers better training.

To come now suddenly to the top of the academic ladder, there are the summer programs for advanced study in different fields. These are conducted

under the auspices of the University, not of any single department (see Part IV: SUMMER SESSION). In organizing two of them, however—the Linguistic Institute and the Graduate Conference on Renaissance Studies—the Department of English has had a leading part. It was also active in the graduate study program in American culture and institutions, in the summer session of 1940. These programs all bring to Ann Arbor scholars of international reputation, and many less well known who come to confer and learn.

It is not by accident that this writing has slipped into the present tense, for most of the things that have been said about the department during Professor Strauss's chairmanship apply equally to the present regime. In 1936, after the dean of the College had asked the opinions of the members of the department, Louis Ignatius Bredvold (Minnesota '09, Ph.D. Illinois '21) was appointed Chairman. His policy, and that of the department, is to consolidate and to further the progress made in earlier years.

W. R. HUMPHREYS

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THE DEPARTMENT OF RHETORIC

BEFORE there was English literature at Michigan, there was rhetoric. It is true that a freshman entering the University as far back as 1844 would have found no required composition to mar the pleasure he might take in his Latin and Greek and mathematics. But in his sophomore year he would have to spend one-third of his second term mastering Newman's *Rhetoric* and making practical application of its principles. By 1845-46, if we are to believe the penciled emendations of the available copies of that year's *Catalogue*, rhetoric (probably Newman's) had edged its way into the first term of both the freshman and sophomore years, and Whately's *Rhetoric* was one of four subjects required in the third term of the junior year. Except for the substitution of Blair for Whately, this arrangement was maintained up to 1850-51. By 1852, however, English Language and Literature had replaced Newman's classic in the first term (of the scientific course; it was not prescribed in the classical course), and had been added in the second term. Elocution had been made a third-term freshman subject, while rhetoric proper was reserved for the first term of the sophomore year for both classical and scientific students.

The nature of the rhetoric work, as well as that in English language and literature, in this early period may be inferred from extracts from the announcements. Thus, in the *Catalogue* for 1852-53, one reads: "The Professor of Ancient and Modern Languages and the Professor of Intellectual and Moral Philosophy take charge of this branch jointly." In 1853-54, the statement read:

Rhetoric is attended to as a special recitation but one term by students of the Classical

Department; but constant attention is directed to this important subject by the professors of Ancient and Modern Languages. Weekly exercises are attended by the students during the entire course.

The students of the Scientific Department receive instruction by lectures, upon the History and Analysis of the English Language, and give especial attention to the study of Rhetoric.

Original essays will frequently be required in this Department.

It would appear that the Professor of Intellectual and Moral Philosophy had now relinquished his interests in rhetoric.

The information in the 1854-55 *Catalogue* was still more explicit:

During two terms of the first year, the members of the Scientific Department devote one third of their time to the study of the English Language and Literature. The object of this plan is to secure an examination of the principles of our native tongue, as thorough and exact as that which is necessary for the mastery of a foreign language. The survey of our general Literature is necessarily cursory, and is designed chiefly to establish fundamental principles of criticism, and to cultivate correctness and propriety of style.

All members of the Sophomore class, in both departments [classical curriculum, or "course," and scientific course], have a daily study in Rhetoric during the first term of the year in which a good text-book is examined, and a course of lectures given by the Professor, and original Compositions are presented by the students every week for criticism.

Declamations are required regularly through the whole course; and during the last two years the pieces spoken are original, and previously presented to the professor, for criticism.

It is instructive to learn that students of eighty-five years ago were expected to master their native tongue as thoroughly as any foreign language!

The emphasis on oral expression suggested in the extracts quoted continued to a much later period. Thus, in 1875, a freshman would have been privileged to enroll in a course, labeled quite simply "1," which included lectures in elocution, "with exercises for the voice, and the delivery by each student of two original speeches" (*Cal.*, 1875-76, p. 37). His texts would have been Tancock's *English Grammar*, Morris' *Elementary Lessons in Historical English Grammar*, and Earle's *Philology of the English Tongue*. By 1886-87 the title of the freshman course was Composition and Elocution, but the *pièce de resistance* was still "two speeches." It was not until much later that written composition became the essential work in first-year courses.

Indeed, until well into the seventies, continual emphasis seems to have been laid on the art of speaking well, not only in freshman but also in later years. The *Catalogue* for 1869-70 carries the following summary of work under the heading English Language and Literature:

FRESHMEN.—English Language—Lectures.

Exercises in declamation every Monday at 4 P.M. at the Old Chapel. A public exhibition, the participants in which are chosen by the Professor in charge of this department.

SOPHOMORES.—The art of effective expression—Haven's *Rhetoric*; Lectures. English Literature—Lectures; Chaucer's *Legende of Goode Women* (Corson's Ed.). Exercises in composition every Monday at 3 P.M. at the Old Chapel. Two public exhibitions, the participants in which are volunteers.

JUNIORS.—Exercises in the delivery of original speeches every Monday at 2 P.M. at the Old Chapel. A public exhibition, the participants in which are chosen by the Faculty.

SENIORS.—Exercises in the delivery of original speeches every Saturday morning in the Chapel before all the classes. A public exhibition, the participants in which are chosen by the Faculty.

There was, however, a gradual shift toward written work, though essay writing seems for a long time to have been generally reserved for the second year. Thus, in 1874-75, the University of Michigan sophomore took a course labeled *Rhetoric: Theory and Practice*, for which he wrote compositions exemplifying the principles set forth in Day's *Art of Discourse*. By 1880-81 the textbook in this course had been changed to O. J. Hill's *Science of Rhetoric*, and each student was required to present two essays. This, in general, seems representative of the second-year course.

The department in which these courses were offered was known as English Language and Literature. This title had been first adopted in 1869, succeeding the old heading *Rhetoric and English Literature*, which in turn had in 1854 replaced the original division-name *Rhetoric*. In 1882 the department was rechristened *English and Rhetoric*. This change may have occurred in deference to a new course that had unobtrusively crept into the announcement for the previous year (*Cal.*, 1881-82, p. 42): "13. Grammatical and Critical Study of Selections in Prose and Poetry. *Tuesday and Thursday*, 4-5. Assistant Professor Burt." By 1883-84, this course had become *Rhetorical Study of Selections in Prose and Poetry* (*Cal.*, p. 46), the probable ancestor of the present course called *Rhetorical Analysis*. In 1886-87 there appeared another new course title, destined to become well known on the University of Michigan campus: *Seminary in Rhetoric and the Principles of Literary Criticism*. The name of the department remained unchanged up to 1903,¹ when the division into Department of Rhetoric and Department of English occurred. During this period a marked increase in the offer-

¹ In the 1897-98 *Calendar* and thereafter up to 1905-6, however, there appeared a new division, "English Philology and General Linguistics."

ings in rhetoric and criticism gave evidence of an emphasis which was, in the next twenty-five years, to raise the University of Michigan to a place of outstanding leadership in this field.

The history of the Department of Rhetoric proper is very much the story of Professor Fred Newton Scott ('84, Ph.D. '89). Scott came to the Department of English and Rhetoric as an instructor in 1889, when his name appeared in connection with the freshman course. As an assistant professor in 1890, a junior professor in 1896, and a full professor in 1901, Scott seems to have rapidly acquired most of the advanced work in rhetoric and criticism. By 1902, the last year before the work in rhetoric was made a separate department, there were listed under his name the following courses:

4. Essays in Description and Narration'
- 4a. Essays in Exposition and Argument'
15. Principles of Style.
- 15a. Theory of Prose Narrative.
17. Teachers' Course. Methods of Teaching Composition and Rhetoric.
18. Advanced Composition. Essays in Exposition. Interpretation of Literature and Art.
21. Seminary in the Theory and History of Rhetoric.
- 21a. Seminary in the History and Theory of Rhetoric. (*Cal.*, 1902-3, pp. 76-78.)

Other courses in rhetoric and criticism offered in the Department of English and Rhetoric at the time were: Paragraph-Writing, eleven sections, taught by Strauss, Thomas, Bohn, and Morrill; Theme Writing, eleven sections, by Strauss, Thomas, Bohn, and Morrill; Studies in Diction and Usage, two sections, by Fulton; and Principles of Literary Criticism, by Demmon.

The Department of Rhetoric came into existence as a separate unit—mainly, it is said, because Professor Scott wished

it so—in 1903 (see Part III: DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE). The *Proceedings* of the Regents carries under April, 1903, the entry:

On motion of Regent Dean, the title of Professor I. N. Demmon was changed to Professor of English, and the title of Professor Fred N. Scott was made Professor of Rhetoric by the full vote of the Board. (*R.P.*, 1901-6, p. 172.)

And in the *Calendar* for 1903-4 the Department of English and the Department of Rhetoric were for the first time separately listed. The change occurred with no particular disturbance to courses. Men who had been teaching literature and composition were given their choice of remaining with the old, or entering the new, department. It is of interest that Louis A. Strauss, who had been Assistant in English in 1893 and Instructor in 1895, was one who elected to stay with the old division.

Scott carried with him the elementary work in composition and the advanced courses in rhetoric and criticism which he and others had been teaching. In the *University Calendar* for the year 1903-4 the new department announced that it would offer two types of courses: (1) courses "to give practice in the leading types of prose composition," and (2) courses to "familiarize the student with the fundamental principles of Rhetoric and Criticism." These offerings totaled sixteen courses, only four of which—Prose Rhythms, Newspaper Writing, Interpretations of Literature and Art, and Reviews—were new. It is worthy of note that two of the new courses were in journalism (see Part IV: DEPARTMENT OF JOURNALISM). A third, Prose Rhythms, was unique in American education; its inclusion in this curriculum was indicative of Scott's many-sided interests in literary problems. The course known as Interpretations was to become one of the

most popular and most valued in the department: it was long a proving ground for students who aspired to do work in practical criticism.

The courses given in this first year were to form the backbone of the work in rhetoric for the next twenty-five years. Some of the titles were changed, some new ones were added, a few were discontinued, but the elementary courses, and certain of the advanced courses in style and rhetoric and composition offered in 1903-4 were to become fixtures in the department, and many of them traditions at the University. Rhetoric 3 and 4 later became Rhetoric 31 and 32, with enrollments running up to the three- and four-hundred mark. Principles of Style was taught up to the time Professor Thomas E. Rankin left the University of Michigan in 1928; the Theory of Prose Narrative, which Assistant Professor Edward S. Everett took over after Professor Scott resigned in 1927, was continued until 1933; Diction and Usage, first taught by Professor Roy Cowden and now by Associate Professor Carlton F. Wells, is still an honored course in the Department of English Language and Literature; and the seminary called Rhetoric and Criticism, continuing in much its original form as long as Scott remained in the University, became the parent of present survey and studies courses in rhetoric and criticism.

In the hands of Fred N. Scott and such capable associates as Joseph M. Thomas, T. E. Rankin, Herbert S. Mallory, Marion C. Weir, Lyman Bryson, John L. Brumm, and later Roy W. Cowden, the department went steadily forward to a position of prominence in journalism, creative writing, and graduate work in rhetorical theory and criticism (see Part IV: DEPARTMENT OF JOURNALISM). Students interested in these subjects were attracted to the University of Michigan from all parts of the country, and, in due

course, added to the steadily increasing list of prominent writers and scholars who had "studied under Scott."

Shirley Smith, now Vice-President of the University and once an instructor in rhetoric, writing on "Fred Newton Scott as a Teacher" in the *Michigan Alumnus*, listed the following as former students of rhetoric who had contributed information for his article: Professor Richard R. Kirk, of Tulane University; Professor Karl Young of Yale University; Lyman L. Bryson, Director of the California Association for Adult Education; S. Emory Thomason, Publisher of the *Chicago Daily News*; Lee A. White, of the *Detroit News*; and Arthur Pound, author, New Scotland, New York.

This is but a fraction of the roll of important names that might be called of those who once studied in the Rhetoric Department. The list would include Ernest Sutherland Bates, college professor and famous author; Alice Snyder, Coleridge scholar and Professor of English at Vassar; Wilfred B. Shaw, author, Director of Alumni Relations, and Editor of the *Michigan Alumnus Quarterly Review*, Ann Arbor; Webb Waldron, novelist, journalist, and publicist, Westport, Connecticut; Paul Osborn, playwright, New York City; Avery Hopwood, playwright, and donor of the Hopwood prizes; Ray Stannard Baker ("David Grayson"), author, Amherst, Massachusetts; Katherine Holland Brown, novelist, Quincy, Illinois; Ada F. Snell, Professor of English at Wellesley College; Joseph Thomas, Professor of English and Dean of the Senior College, University of Minnesota; Marjorie Nicolson, Professor of English and Dean of the College, Smith College; James Oliver Curwood, author; Edgar A. Mowrer and Paul Scott Mowrer, journalists extraordinary, Chicago; Edwin S. Beck and James O'Donnell Bennett, journalists, the *Chicago Tribune*; Karl Edwin Harri-

man, editor and author, New York City; Fletcher Harris, Professor of English and Assistant Dean of the College at the University of Illinois; Charles C. Fries, philologist and Professor of English, University of Michigan; Winthrop D. Lane, journalist and editor, Trenton, New Jersey; Louis V. De Foe, critic, New York City; Lawrence Conrad, teacher and author, Montclair, New Jersey; Wilson Farrand, educator, Newark Academy, Newark, New Jersey; Melvin T. Solve, Professor of English, University of Arizona; and Harold Titus, author, Traverse City, Michigan.

Many other names might be added, but there is space to mention only a few—Charles Phelps Cushing, author and photographer, New York City; Paul Blanshard, lecturer and specialist in industrial relations, New York City; Jo Chamberlain, formerly Managing Editor, *Scribner's Magazine*; Warren Bower, New York University; Walter A. Donnelly, Editor of Museums Publications and Supervising Editor of Publications in the Registrar's Office in the University; Phyllis Povah (Mrs. Henry Drayton), actress, Port Washington, Long Island; Mary Yost, Dean of Women, Stanford University; Ruth Mary Weeks, educator, Kansas City, Missouri; Helen Mahin, Professor of Journalism, University of Kansas; Dorothy Tyler, poet and editor, Detroit; and Martin Feinstein, poet, deceased.

From the beginning, the Department of Rhetoric was attractive to graduate students. Advanced degrees in rhetoric had been granted under the old Department of English and Rhetoric. Gertrude Buck had taken a master of science degree in rhetoric in 1895, and in 1898 Annie L. Bacorn had received the degree of master of letters, and Sophie C. Hart and Katherine G. Sleneau the master of arts degree. In the same year, the first doctor of philosophy degree in rhet-

oric was granted to Miss Gertrude Buck, whose dissertation on metaphor was a distinctive contribution in the field. Between 1898 and 1903, in the remaining years of the combined department, nine more students, one of them Ernest S. Bates, took the master of arts degree in rhetoric. From 1904, the first year that degrees were given in the new department, to 1930, the last year, a total of 140 students took the master's degree in this field. In the same period twenty-three students, as compared with a total of twenty-five in the Department of English, were granted the doctor of philosophy degree in rhetoric. The first of these was William E. Bohn, in 1906.

It is worth noting, as significant evidence of a progressive attitude in the department on linguistic matters, that of those receiving the master's degree, Sterling A. Leonard (1909) and Ruth M. Weeks (1913), became distinctive leaders in the liberal movement in language matters that has in recent years taken firm hold in the English pedagogical field.

Graduate study in rhetoric was characterized throughout the existence of the department not only by a broadly liberal point of view in linguistics, with a consistent emphasis upon the growth of language as a social phenomenon and as an instrument for current needs, but also by critical attitudes which had their bases in psychological investigation and in an examination of literature in its relation to life. Merely historical matters were subordinated to the analysis of works and to an understanding of the principles by which their authors wrote and of the sources and modes of their appeal. Scott's own deep humanism permeated the work of the entire department, and graduate study in rhetoric became synonymous with an earnest search for central standards in artistic creation and aesthetic response. The value of such teaching in an age which tends toward

formalistic and historical scholarship is obvious; its influence, spreading in some degree to every school where graduates of the department have taught, has no doubt been greater than can be easily estimated.

A unique and notable course developed by Professor Scott was Rhetoric 23 and 24, first announced in 1909-10, without further description, as a Seminary in Advanced Composition. The next year's *Calendar* (p. 127) carried the following information:

This course is intended for a limited number of advanced students who write with facility and are in the habit of writing, but who desire personal criticism and direction. Although the greater part of the time will be spent in the discussion of the manuscripts submitted for correction, there will be talks upon the essentials of English Composition and the principles of criticism and revision. Open only to students who receive special permission.

This was destined to become one of the most prized offerings of the department. Since only a limited number could be accommodated and since only candidates of ability were selected, it soon came to be regarded as an honor to be admitted to the course. The class became something like a young writers' club, and was a proving ground for many who later gained distinction in the literary field. It was, moreover, a recognition, in principle, of the importance of creative writing as a university study. To it, more than to anything else, can be traced the Hopwood prizes and the outstanding development of present advanced courses in writing at the University of Michigan.

The Avery Hopwood award in rhetoric, established by the Avery Hopwood bequest in 1928, through which excellence in writing is rewarded at Michigan with unusual munificence (see Part III: HOPWOOD PRIZES), had faint foreshad-

owings in the Field poetry prize and the medal awards in rhetoric. The Field prize was established on 1908-9. In the minutes of the Regents' April meeting in 1908 is a copy of a letter to Fred N. Scott containing the offer of the award (*R.P.*, 1906-10, p. 246). The letter reads:

PROFESSOR F. N. SCOTT:

Dear Sir—I will offer a prize of \$100 cash for the best poem submitted by any student in the Literary Department of the University of Michigan. This poem is to be written and submitted to the committee of award on or before May 1, 1909, said committee to consist of the Professor and Assistant Professors of Rhetoric in the University. The terms and conditions of the awarding prize are to be prescribed by the committee, who will make a formal announcement of the same.

Very truly yours,

NELSON C. FIELD, U. of M., '90.

This prize was continued to 1916-17. It was a cash award of \$100, given to the undergraduate writing the best poem of the year. Two outstanding winners were Edgar Ansell Mowrer and Martin Feinstein.

The rhetoric medals were established in 1925 and were given each year to 1930. The statement in the *Announcement of the College of Literature, Science, and the Arts* of 1925-26 (p. 314) explains the purpose and conditions of the awards:

In recognition of exceptional proficiency in Rhetoric, two gold medals will be awarded each year. The first will be awarded to the student about to be graduated who has maintained the best scholarship record in Rhetoric during his university residence, his elections to have covered not less than six courses in the department. The second will be awarded to the first year student who has done the most consistently acceptable work in freshman Rhetoric. The winners of the medals will be chosen, by a faculty committee, from candidates recommended by instructors in the department of Rhetoric.

It is a long way from the Field prize

and the rhetoric medals to the lavish Avery Hopwood prizes, but in these modest beginnings, the principle of recognizing proficiency in rhetoric was established; it is quite possible that they gave Mr. Hopwood the idea for his great gift.

The relation of the Department of Rhetoric to the development of journalism in the University merits notice. In the *University Calendar* for 1890-91 (p. 54) there appeared under "English" a course described as "Rapid Writing. *Two-fifths Course. Hours arranged with instructor.* Assistant Professor Scott." It is said that this was the first college course in journalism in America. The work of the course seems not to have been the ordinary news reporting and editing, but rather a study of current news stories to the end of writing editorials on subjects of prominent public interest. By 1893-94 this course (numbered 18) appears to have been rechristened Advanced Composition and to have been designated "for those who are already proficient in writing, but who feel the need of practice and criticism" (*Cal.*, p. 64). It was open only by permission and the number was limited to six! After the Department of Rhetoric was formed in 1903, the announcement carried boldly, as Course 13, "Newspaper Writing: Theory and Practice"—evidently the old course Rapid Writing under a new name. This was the beginning of journalism as an avowed subject of study at Michigan.

It is instructive to find in the minutes of the Regents for September, 1903, that Willis J. Abbot, editor of *Pilgrim*, later, of the *Christian Science Monitor*, had offered to give lectures in journalism without expense to either students or the University; upon the recommendation of Professor Scott, the Regents accepted this proposal (*R.P.*, 1901-6, p. 235). Further evidence of the practical nature of the course called Newspaper Writing,

suggested by this immediate linking with the active field of editing and publishing, is to be found in the description of the work by an old student. According to this student,² each member of the class, using the newspapers as a text, gathered over a considerable period, news stories on any given topic of live interest, such as "Government Control of Monopolies," and wrote editorials on the subject. Another extract from the *Proceedings* of the Regents for October, 1905, shows the extent to which the practical and laboratory method of instruction was carried out in this class: Professor Scott presented to the Board the information that the *Chicago Record-Herald* had given him all the newspaper material for the issue of October 1, 1905; and he asked for and was granted \$15 for mounting this material (*R.P.*, 1901-6, pp. 633-34).

The work in journalism expanded, most of the courses still taught by Professor Scott, until in 1914-15 Lyman Bryson began to take over some of the work. Later, from 1918, John A. Mosenfelter and, after him, John Brumm and Wesley Maurer, assumed the burden of the teaching of journalism up to the establishment of a separate Department of Journalism, with Professor Brumm as its head, in 1929 (see Part IV: DEPARTMENT OF JOURNALISM).

Old West Hall, on the State Street side of the present Betsy Barbour House site, was long a landmark on the campus.³ It had been erected as one of the early ward schools of Ann Arbor, but

² Louis A. Strauss, who gave the writer of this article many valuable facts about early work in rhetoric at the University.

³ For the description of West Hall and its uses, as well as for other valuable material in this article, the author is indebted to Assistant Professor Edward S. Everett, who came into the present Department of English Language and Literature with the Department of Rhetoric.

when that school was moved in 1902 to its new location on Packard Street, the ancient structure was purchased by the University as a temporary makeshift and was sketchily renovated for classroom use. Here, in 1903, Professor Scott and the new Department of Rhetoric took up quarters. The building was later repeatedly condemned, but was not abandoned for over twenty years. It was a byword for inconvenience. It had no private offices and sometimes as many as four instructors would be holding conferences in the same room at the same time. It was so crowded that a passageway less than ten feet wide was used as a classroom, and another of the same sort as office and library. The basement was filled with tons of old themes gathering dust and cobwebs and constituting a fire hazard. President Burton once took a committee through it, exhibiting it as a horrible example of the desperate needs of the University.

In August, 1922, the Regents ordered it removed. In the Regents' minutes one finds this item:

On motion of Regent Murfin, the Board adopted the following resolution:—

Resolved, That it is with regret that the Regents find themselves prevented, by the pressure for class-room space, from removing West Hall for the present year; and be it further

Resolved, That not later than the close of the University year 1922-23, West Hall shall be removed in accordance with the agreement made with Mr. Barbour, the donor of the Betsy Barbour House. (*R.P.*, 1920-23, p. 606.)

Removal was delayed, however, until in May, 1923, the Regents finally voted that the building should be razed. But the actual demolition did not take place until 1924.

Probably no student who ever passed the dingy portals of this crazy old build-

ing and toiled up its creaking stairways—and in the two decades of its use, thousands of freshmen and upperclassmen entered there—ever forgot West Hall. To some it was but a nightmare of required themes, but to many, especially among the advanced students of rhetoric, it was a place of light and inspiration. For here were situated the rhetoric library, presided over for years by the efficient Clara Belle Dunn, and the seminary room of Professor Scott. Scott's room was unique. It contained more than a thousand books, among them his valuable private collection in rhetoric and criticism. The walls were plastered with pictures, some of them copies of masterpieces, some of an unusual, grotesque sort. Many were prints from foreign magazines, *Jugend*, for example; and there were photographs of gargoyles and caricatures of great literary figures. Completing the scene were the round table, about which seminary students sat, and Scott himself, remembered by many as a sort of fixture in the room, comfortably ensconced between the table and his desk, which was always piled high with papers, lecture notes, and books.

It seems not inappropriate to put down here some words about this room written by an old student many years after she had enjoyed its unique privileges:

I have many memories of that room and of those classes, memories which meet oddly in a small seminar that gathered there at four o'clock in the afternoon and stayed until six or any later hour, while the shadows slowly obscured the rows of books, the pictures softened into the walls with dusk, and the wind swayed the branches outside the windows in an ancient detachment from earth-walking things. There was talk of everything conceivable that had to do with beauty and truth, art and humanity. And to at least one student the dusk, the books, the pictures, and the voice of the preceptor were like the song of the wind in the branches, sweeping over all the things of earth. (Mahin, p. 2.)

Across the hall from Scott's room was the rhetoric library. The origin of this library is recorded in the *Proceedings* for April, 1903 (p. 169). The item reads:

Regent Dean presented and read the following communication from Professor Scott, and on motion the President was requested to return to the Macmillan Company of New York the thanks of the Board for their gift to the Library of the University.

To the Honorable Board of Regents:

I have pleasure in announcing that I have just received from the Macmillan Company, publishers, of New York City, a collection of 330 volumes intended as the nucleus of a department library of Rhetoric. The books are given without condition, but with the understanding that they will be placed in the Rhetorical Seminary Room in West Hall (Room 6). The collection consists of standard works in rhetoric, literature and psychology, and is valued at \$260.

I respectfully suggest that your honorable body make a suitable acknowledgment of the gift.

Respectfully,
F. N. SCOTT

By the time old West Hall was condemned and abandoned in 1923 this library contained a total of a thousand volumes. It was then transferred to the first floor of Angell Hall, where it continued to grow through gifts and special funds until, during the present administration, the Department of Rhetoric and the Department of English were merged. The manner in which a considerable portion of the funds for this library was provided is indicative of the unselfish devotion of various members of the rhetoric staff. Many of the books belonged to Professor Scott or were given to the department by him. In addition the department had a tradition of turning the royalties of certain publications—chiefly compilations by the staff or by members of the staff for classroom use—into a fund for the departmental library. Books that helped in this way included: *Materi-*

als for the Study of Rhetoric and Composition, edited by Thomas E. Rankin and John L. Brumm; *Adventures in Essay Reading*, edited by Thomas E. Rankin, G. S. Lasher, and Amos R. Morris; and *The Way of Composition*, edited by T. E. Rankin, A. R. Morris, Carlton F. Wells, and Oakley Johnson. The most successful of these, *Adventures in Essay Reading*, alone sold more than 24,000 copies, and, according to a recent statement by the publishers, yielded a total of \$4,016.74. A most valuable gift came from Fred N. Scott himself, who upon retiring in 1927 gave to the University his splendid rhetoric collection of many hundreds of volumes.

The roster of men who taught in the Department of Rhetoric during the twenty-six years of its existence is long. Heading the list, from the point of view of length and importance of service, are Thomas Ernest Rankin ('98, A.M. '05), John Lewis Brumm ('04, A.M. '06), and Roy William Cowden ('08, A.M. Harvard '09). Rankin's name first appeared in the records in 1905-6, when, though he was named as Instructor in Rhetoric, all his teaching was done in the Department of Law. In June, 1907, he went over to the Department of Literature, Science, and the Arts and in 1916 was promoted to a full professorship. During the period of his service, he contributed much to the department as both teacher and administrator. He was for many years in charge of the elementary courses in composition, and he later gradually assumed most of the administrative duties of the department. At the time of his resignation in 1928 he was teaching Versification, Drama, and Literary Types and Forms. Other courses which he had developed, by this time discontinued or being taught by others, were Argumentation, Short Story Writing, and Studies in American Style.

John Brumm came to the department as Instructor in 1905, after a period as student assistant in English in the Department of Engineering, and taught various writing courses up to the time of the separation of the teaching of journalism from that of rhetoric in 1929. He was made a full professor in 1923. During this period he developed, or helped to develop, the courses Advanced Composition and Rhetoric, Argumentation, English Prose, Written Criticism, and Journalism. In 1928-29, the last year of the rhetoric-journalism combination, he was in charge of courses designated as Feature Writing, Editorial Writing, Critical Writing and Reviewing, Advertisement Writing, and Newspaper Policy and Management.

Roy W. Cowden began teaching in the Department of Rhetoric in 1909 and has held a full professorship since 1935. He developed, or had a share in developing, such courses as the Mechanics of the English Sentence, Modern English Prose, Diction and Usage (in its later form), and Junior Composition. This last course, tending largely to creative writing, was long a principal feeder for Scott's Seminary in Advanced Composition. Professor Cowden was later made chairman of freshman composition; he served in the period of Professor Jack's chairmanship on the executive committee of the department; and he was, in general, prominent in shaping affairs relating to composition. His great enthusiasm for, and his success in, teaching creative writing led to his appointment, after the Rhetoric and English Departments had merged, as Director of the Hopwood Awards.

Of the many others who deserve special notice in this article there is space for brief mention of only a few. Herbert Samuel Mallory (Western Reserve '99, Ph.D. Yale '04), who came to the department as an instructor in 1908 and served

it most faithfully until 1927,⁴ will long be remembered for his stimulating teaching and his radiant cultural influence. His Short Story Writing was one of the most successful courses offered in the department. Lyman Bryson ('10, A.M. '15), who began his work in the department as Instructor in 1913 and resigned in 1917 to accept a government position, left his mark as a capable teacher of composition and journalism. Marion Clyde Wier (St. John's '92, Ph.D. Michigan '18), Instructor in 1910-11 and Assistant Professor in 1921, was regarded as one of the most successful teachers of creative writing the University of Michigan has ever had, and he is still mentioned by his colleagues and former students for his erudition and for his enthusiasm for poetry.

Men still on the campus who taught in the Department of Rhetoric ten years or more are: Edward Simpson Everett ('14, Ph.D. '21), who came in 1914 as an instructor and was promoted to an assistant professorship in 1925, a teacher of the dependable type upon whom students and colleagues learn to rely; Frederick William Peterson (Lake Forest '11, A.M. Michigan '16), Instructor in 1918 and Assistant Professor since 1925, whose mastery of language and lively interest in his students have made him a favorite professor on the campus; Erich Albert Walter ('19, A.M. '21), Instructor in Rhetoric in 1919 and now Associate Professor of English and Assistant Dean of the College of Literature, Science, and the Arts, whose courses in the essay gave preparation for his notable *Essay Annual* and whose distinctive work in creative writing was recognized by his appointment to the chairmanship of freshman composition and to membership on the Hopwood committee; and

⁴ He was killed, December 30, 1927, in an unfortunate automobile accident. He had been made Assistant Professor in 1918.

Philip Louis Schenk ('02, A.M. '04, B.D. Union '07), a gentleman of the cloth turned teacher, known for his sound courses in report writing and for his friendly interest in students.

Space forbids the mention of the scores of other men who served in the department for a longer or a shorter term in the twenty-six years of its existence. It would seem inappropriate, however, not to include the names of Amos Reno Morris (Ohio State '07, Ph.D. Yale '04), who came to Michigan in 1921 and who maintains one of the traditions of the old department in his course known as Rhetorical Analysis, and of Carlton Frank Wells ('20, A.M. '22), who also dates his teaching experience in rhetoric from 1921 and whose proficiency in the classroom has been recognized by his appointment to the chairmanship of freshman composition, a position which he still holds.

Scott retired from active duties, on account of ill health, in the middle of the year 1926-27, and Rankin, who as chairman of an executive committee had been for some two years the active administrator, took over the affairs of the department. On August 29, 1927, Peter Monroe Jack (A.M. Aberdeen '20), from Cambridge University, was appointed chairman for a period of three years, to succeed Professor Scott. Professor Jack continued as chairman, acting with an executive committee, the other members of which were Professors Cowden and Thorpe, until the Departments of Rhetoric and English were united.

In the *Announcement* for 1929-30 rhetoric was listed for the last time as a separate department. Instructors were given as follows (p. 281):

Professors Jack and Thorpe; Associate Professor Cowden; Assistant Professors Everett, Walter, Peterson, Morris, N. E. Nelson, Schenk, Abbot, Binkley, and Rowe; Mr. Wells, Mr. Baker, Mr. Donnelly, Mr.

Bader, Mr. Proctor, Mr. Stevens, Mr. Bebout, Mr. Butchart, Mr. Hornberger, Mr. Helm, Mr. Hoag, Mr. Ott, and Mr. Boothe.

The course offerings were large and varied. There were listed thirty-eight sections of Rhetoric 1 and 2, nineteen sections of Rhetoric 31, and twenty-three sections of Rhetoric 32. In addition there appeared thirty-six different advanced courses. Among these were most of the old stand-bys of the department, such as Rhetorical Analysis (Morris), Interpretations of Art and Literature and Special Problems in Rhetoric and Criticism (Jack), Diction and Usage (Cowden), and the Drama (Rowe). In addition, there were newer offerings under such heads as Intimate Types of Writing, Biographical Writing, Studies of the Creative Process, Studies in Criticism from the *Pléiade* to the Lyrical Ballads, and Medieval and Renaissance Rhetoric and Poetic. A glance at the total list gives the impression of a rather overloaded program.

Looking towards a closer co-operation among the related units, the Regents established early in 1928 a Division of English, composed of the Departments of English, Rhetoric, and Speech. The resolution was as follows:

1. That a Division of English be established composed of the Departments of English, Rhetoric, and Speech.

2. That there shall be a divisional committee of nine to be appointed by the Dean of the College of Literature, Science, and the Arts and an executive committee to be composed of the chairmen of the three departments.

3. That these committees shall consider, advise, and recommend to the departments or to the administration in regard to all matters of common interest to the three constituent departments. It is to be understood that the functions of these committees will be those of review in the interests of proper co-ordination and co-operation of the departments concerned. (*R.P.*, 1926-29, p. 444.)

The arrangement thus provided for proved, however, to be but a temporary expedient. The natural interrelation of the work in English and that in rhetoric made a union of the two departments a logical necessity. It was apparent that such a union would serve the interests of both economy and efficiency. Indeed, it had been generally believed that when Professor Scott, who had brought the department into being, retired, rhetoric would be reunited with English. Accordingly, there was little occasion for surprise when the Regents voted, on January 10, 1930, to "reorganize the Department of English and the Department of Rhetoric into a single department to be known as the Department of English Language and Literature" (*R.P.*

1929-32, p. 156). The details of the plan were to be worked out by a committee composed of the dean and two members of each department. Professors Strauss and Campbell, for the Department of English, and Professors Cowden and Thorpe, for the Department of Rhetoric, were chosen to act with Dean Effinger on this committee. It was agreed as a preliminary basis for action that whatever plan was adopted, the unique values that had been developed in each department should be maintained and safeguarded for the future. After several meetings the details for reorganization were completed, and rhetoric became a part of the new Department of English Language and Literature.

CLARENCE D. THORPE

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THE EARLY MODERN ENGLISH DICTIONARY

IN December, 1927, Sir William A. Craigie, the editor who finally brought the *Oxford English Dictionary* to completion, invited Professor C. C. Fries, of the Department of English of the University of Michigan, to undertake the production of a Dictionary of Early Modern English, that is, of the English language used from 1475 to 1700. As early as 1919, Craigie had proposed his plan for a series of *period* dictionaries as the only way to meet completely the needs of scholars in the English language and of serious students of English literature. He said:

Dealing as it [the *Oxford English Dictionary*] does with all periods of English from the seventh century to the twentieth, it has been impossible for it, beyond certain limits, to devote special attention to any one of these. Yet each definite period of the language has its own characteristics, which can only be appreciated when it is studied by itself, and which are necessarily obscured when it merely comes in as one link in the long chain of the language as a whole. To deal adequately with each period it is necessary to take it by itself and compile for it a special dictionary, as full and complete as may be. . . . As matters stand at present the comparison of the language of one period with that of another both in general respects and in special details can only be done to a very limited extent, with the result that such comparisons as are sometimes made tend to be quite misleading or at the best are incomplete and unsatisfactory.

The invitation to undertake this Early Modern English Dictionary carried with it the offer to furnish as a beginning for the work all the material that had been collected by the *Oxford English Dictionary* which bore upon the period from

1475 to 1700. This material was sorted out from the huge collections of the *Oxford Dictionary* during the summer of 1928 and the academic year of 1929-30 and sent to the dictionary offices of the University of Michigan. Altogether the University received two and one-half million quotations from this source.

Other noteworthy collections which helped to complete the evidence upon which to build the interpretations of the 125,000 words constituting the vocabulary of sixteenth-century and seventeenth-century English were:

(a) The slips called the "Supplement" by the workers on the *Oxford Dictionary*. These were citations which furnished evidence of matters missed by the *Oxford Dictionary* or of earlier or later instances of word meanings than those published in that dictionary. These citations had reached the editors of the *Oxford Dictionary* after the part of the dictionary containing the words with which they were concerned had been published. This body of evidence, amounting to 50,000 slips, was released to the Early Modern English Dictionary in the fall of 1932.

(b) The "Ray Agricultural" slips. These were a collection of citations, amounting in all to some 40,000 items, which Mr. F. R. Ray had gathered during a long period of years with the intention of producing a historical dictionary of agricultural terms to supplement the *Oxford Dictionary* in this particular field.

(c) A word index to Milton's prose and manuscript concordances to the works of Ben Jonson and Nicholas Breton.

In addition to the many quotations received from these sources there was the mass of material resulting from the read-

ing program of the Early Modern English Dictionary carried out from 1929 to 1934. In this reading program the staff of the dictionary was assisted by volunteer readers representing more than two hundred different colleges and universities throughout the United States. Four hundred sixty such readers made substantial contributions to the files of the Early Modern English Dictionary and helped to gather the pertinent quotations from the important sixteenth- and seventeenth-century works of each of some 150 topics, such as architecture, painting, music, cooking, dress, furniture, commerce, astrology, hunting, heraldry, surgery, and dancing. In all, there are in the collections of the Early Modern English Dictionary more than four and one-half million quotations filed under their respective words.

From this evidence the Dictionary of Early Modern English attempts the full description of every word in the English vocabulary as it expresses and records the experience of English people during the sixteenth and seventeenth centuries. The records show an increase in that vocabulary during these two hundred years of approximately 275 per cent, that is, from 45,000 entries for the Middle English Dictionary to 125,000 entries for the Early Modern English Dictionary. This remarkable growth of vocabulary is by no means limited to the masses of learned words borrowed from the classics and the many names for strange goods imported from the Indies, Russia, and the New World. The records show an enormous increase in the colloquial vocabulary. For example, there is the great number of new words for "striking, beating, thrashing" that are first recorded in the sixteenth century. Some of them are to bang, to baste, to box, to cudgel, to cuff, to lace, to lam, to lick, to pummel, to punch, to thump, to thwack, to whop.

But far exceeding the number of new

words added to the English vocabulary during the sixteenth and seventeenth centuries is the number of new *meanings* in which these words were employed. The new evidence collected by the Early Modern English Dictionary not only establishes many meanings not recorded by the *Oxford Dictionary* but pushes back the history of words and word meanings by means of quotations that antedate the first Oxford citation from twenty-five to three hundred years. A good example is furnished in the case of "labour." For the meaning of "labour" in an economic sense defined as "physical exertion directed to the supply of the material wants of the community; the specific service rendered to production by the labourer and artisan," the *Oxford Dictionary* finds the earliest quotation in Adam Smith's *Wealth of Nations* (1776); and for the sense "the general body of labourers and operatives, viewed in its relation to the body of capitalists, or with regard to its political interests and claims," the *Oxford Dictionary* finds the earliest quotation in S. Walpole's *History of England* (1880). The Early Modern English Dictionary, however, pushes back the history of the use of the word *labour* in these economic senses to the late fifteenth and early sixteenth centuries.

The editorial staff of the Early Modern English Dictionary has consisted of the following persons in addition to the editor, Charles C. Fries: H. T. Price, M. P. Tilley, J. E. Hull, L. L. Rockwell, Hope E. Allen, J. K. Yamagiwa, C. E. Palmer, and Katharine Fellows.

From the beginning of the enterprise in 1929 to June, 1938, the work upon the Early Modern English Dictionary was made possible by the funds supplied first by the General Education Board and later by the Rockefeller Foundation. The total funds received amounted to nearly \$185,000.

CHARLES C. FRIES

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THE MIDDLE ENGLISH DICTIONARY

A LARGE-SCALE dictionary of Middle English (the English language from 1100 to 1475) was first undertaken by Professor E. Flügel of Leland Stanford Junior University, with the financial support of the Carnegie Foundation. After his death the Modern Language Association of America took up this project and Professor Clark S. Northup of Cornell University assumed the duties of editor. At Cornell the work was supported by funds from the Heckscher Foundation. In 1930, because of the aid which the Middle English Dictionary materials could furnish to the Early Modern English Dictionary and because of the obvious economy of doing both dictionaries at the same place, the Modern Language Association accepted the invitation of the University of Michigan and moved the Middle English Dictionary to Ann Arbor. Two representatives of the Modern Language Association, Professor Carleton Brown of New York University and Professor G. P. Krapp of Columbia University, and two representatives of the University of Michigan, Professors O. J. Campbell and C. C. Fries, then agreed upon an editor, and Professor Samuel Moore was invited to undertake the direction of the work. In September, 1934, Professor Samuel Moore died suddenly, and Professor Thomas A. Knott, who had been the general editor of *Webster's New International Dictionary* (2d ed., 1934) was called to the University to become the editor of the Middle English Dictionary.

The years from 1930 to 1936 were de-

voted to gathering the material necessary to complete the evidence upon which to base the editing. One hundred and eleven volunteer readers assisted the staff by copying out the quotations from Middle English texts, especially from those texts that have been made available in printed form since the first half of the *Oxford Dictionary* was published. In all, with the materials sent from Oxford, the slips gathered at Cornell, and those from the contribution of the volunteer readers and the staff at the University of Michigan, there are in the files of the Middle English Dictionary approximately one million quotations for the 45,000 vocabulary entries that will be necessary to represent the language of the Middle English period. From this material the Middle English Dictionary is continuing to make major changes in the recorded history of a large proportion of English words—the results of synthesizing all our knowledge of English life from 1100 to 1475. Such a new, well-focused, adequate Middle English Dictionary, utilizing all the published documents and resources, is needed not only by students of language and literature, but also by students of law, science, philosophy, history, and government.

From 1930 to 1937 this project at the University of Michigan was financed by funds supplied by the American Council of Learned Societies. The total support received from this source and from the research funds of the University of Michigan was approximately \$75,000.

CHARLES C. FRIES

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THE AVERY HOPWOOD AND JULE HOPWOOD PRIZES

WHEN Avery Hopwood was graduated from the University of Michigan in 1905 he left Ann Arbor with the desire to become a playwright. Throughout the years of his college life he had been interested in writing, and he was no doubt encouraged in his work by Professor Fred N. Scott, his teacher and his friend. Both Scott and Hopwood were active members of Quadrangle, the club that did more than any other at the time to discover and develop the creative capacities of students and faculty. Avery Hopwood's first play, entitled *Clothes*, was a serious drama written in collaboration with Channing Pollock. It was followed by a large number of dramas, most of them light farces, which made the name of Hopwood known not only in the United States, but also throughout the world wherever the play is looked upon as a source of entertainment.

The fact that his first play was a serious drama may indicate the depth of Avery Hopwood's interest in his writing. At least, one of his friends testifies that his failure to continue to write serious drama was always a source of regret to him. His farces, however, brought him the satisfaction of a large and steadily increasing income, until at the time of his death he was a millionaire. No one knows when he conceived the highly dramatic idea that resulted in the Hopwood awards, but one may surmise that

his own experience as a struggling young writer on the Michigan campus had something to do with his desire to make the path of the talented student an easier one to travel.

Upon his death in 1928 he left one-fifth of his large fortune to his alma mater with the proviso that the income from the bequest should be given away each year "to students . . . who perform the best creative work in the fields of dramatic writing, fiction, poetry, and the essay." The quotation is from his will.

The bequest amounted to \$351,069.78. From the income in the ten years ending in June, 1940, the University has given away in prizes for student writing over \$90,000. The prizes help to subsidize many talented young students during their years in college. In some instances the awards are large enough to give the students a year or more of leisure following graduation in which they may develop their capacities as writers (see also Part III: DEPARTMENT OF RHETORIC). Since the inauguration of the contests in 1931 sixty-three prizes of \$250 each have been awarded, two of \$300, two of \$350, three of \$400, eleven of \$500, seven of \$600, eight of \$700, eight of \$800, three of \$900, sixteen of \$1,000, two of \$1,200, two of \$1,250, one of \$1,300, twelve of \$1,500, one of \$2,000, and two of \$2,500. Thirty-six of these prizes are of \$1,000, or over. Nowhere else in the

world does a university offer such large prizes in the field of writing.

As an aid in the development of the students' capacities, courses in English composition are offered in the Department of English Language and Literature and in the Department of Journalism. These courses are so arranged that properly qualified students may, if they desire, work under direction every semester of their college course.

To add to the convenience of those planning to enter the contests, the committee in charge has opened the Hopwood Room. Here the students find current magazines, book reviews, critical journals, and a growing library of modern literature. Each month a few books fresh from the press are added to the collection. Here also, in a case by themselves and substantially bound, are all the manuscripts that have so far won awards.

As early as 1931 publishers began to be interested in the results of the Hopwood contests, and they are accepting prize-winning manuscripts in steadily increasing numbers. In the following list the date indicates the year in which the manuscript won an award, rather than the date of publication.

Swamp Mud, a play, by Harold Courlander (1931).

Whatever You Reap, poems, by Annemarie Persov (1932).

"Books for the Dead," a play, by Hobert Skidmore (1933), in: *American and English One-Act Plays*, Vol. II.

Fireweed, a novel, by Mildred Walker Schemm, nom de plume, Mildred Walker (1933).

I Will Lift Up Mine Eyes, a novel, by Hubert Skidmore (1935).

Straw in the Wind, a novel, by Ruth Lininger Dobson (1936).

The Stubborn Way, a novel, by Baxter Hathaway (1936).

The Well of Ararat, a novel, by Emmanuel P. Menatsaganian, nom de plume, Emmanuel P. Varandyan (1937).

The King Pin, a novel, by Helen Finnegan Wilson (1938).

Lucien, a novel, by Vivian La Jeunesse Parsons (1938).

Fragments for America, poems, by Norman Roosten (1938). This volume, with additions of new poems, won the Yale Poetry Award for 1940 and is published in the Yale Series of Younger Poets.

Homeward to America, a volume of poems by John Ciardi (1939).

Heart-Shape in the Dust, a volume of poems by Robert E. Hayden (1940).

The Loon Feather, a novel, by Iola Fuller Goodspeed, nom de plume, Iola Fuller (1939).

Several of the writers mentioned above have continued to show evidence of productivity. Hubert Skidmore's fourth book, a juvenile entitled *Hill Doctor*, appeared in the summer of 1939. Ruth Lininger Dobson's second novel, *Today Is Enough*, appeared in 1939. Mildred Walker's fourth novel, *The Brewers' Big Horses*, appeared on August 8, 1940. Harold Courlander's second book, *Haiti Singing*, was published early in 1940.

The large awards are beginning to draw to the University young men and women for whom the art of writing is already one of the serious interests of life and for whom it may become a career. The Hopwood committee hopes that this movement will continue and that eventually the most talented young writers in the country, from freshmen to graduate students, will find their way here. As a result of Avery Hopwood's generous bequest the University should become the center for the development of talent in creative writing.

ROY W. COWDEN

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THE DEPARTMENT OF FINE ARTS

IN view of the slow development of the teaching of fine arts in other colleges, it is of interest that instruction in the fine arts was provided for in the very first act establishing the University of Michigan, namely, the Catholepistemiad act of August 26, 1817, prepared by Judge Woodward (see Part I: EARLY HISTORY). Under the professorship designated *oeconomica*, a department of the fine arts was provided for under the term *callitechnia*. This was much broader in scope than our traditional concept of such a department, since it envisaged the teaching of all those arts which "require the intervention of taste, genius, skill, a sense of beauty," including such subjects as naval architecture and typography.

In the "act to provide for the organization and government of the University of Michigan" passed by the legislature on March 18, 1837, a professorship of fine arts in the Department of Literature, Science, and the Arts was included among the thirteen professorships thereby created. The chair of fine arts was not among those occupied by any member of the first faculty when the University opened its doors in Ann Arbor in 1841.

The actual introduction of the teaching of fine arts at the University of Michigan is probably the quaintest on record; the minutes of several meetings of the Regents, starting with that of January,

1849, reveal an interesting story. Alvah Bradish (A.M. hon. '52), a portrait painter of Detroit, while on a visit to Jamaica, sent the University an alligator and some tropical fish, which were duly acknowledged by the Regents. In July, 1851, Mr. Bradish sent in a "memorial on the subject of a Professorship of Art." The Regents took no action upon it, and the memorial remained among unfinished business when President Henry Philip Tappan assumed office in 1852. In August of that year, Bradish was appointed Professor of the Theory and Practice of the Fine Arts, with no compensation, and was allowed "a room in the University buildings for reception of such specimens of art as may pertain to his Professorship." He offered no courses and had no duties, but evidently continued his painting of portraits in Detroit. In recognition of his services to the University, he was awarded an honorary master of arts degree in December, 1852. Six years passed. Some "specimens of art" had found their way to the campus, but evidently not to his room. Henry S. Frieze, Professor of the Latin Language and Literature, had begun the fine arts collection of the University in 1855, when he secured an appropriation from the Regents with which to purchase works of art in Europe. In 1858, while Frieze was busy compiling the first catalogue of this collection, Bradish petitioned the Presi-

dent to be allowed to deliver a course of fourteen lectures on the fine arts, offering the results of his studies. After much deliberation, the Regents grudgingly acceded to his request, voting him sixty-five dollars for "travel and board." The lectures were delivered, but Professor Bradish with some spirit returned the money. In 1861, the senior class asked that he be specially permitted to lecture to them—a recognition which he must have regarded as a triumph. The Regents allowed him \$250 for this service, but evidently regretted having done so, for they refused the request of the senior class of 1862 for a similar series of lectures. Finally, to prevent further requests of the kind, the nominal appointment of Alvah Bradish as Professor of the Theory and Practice of the Fine Arts was discontinued in August, 1863.

Henry S. Frieze had received his appointment as Professor of the Latin Language and Literature in the fall of 1854 and served the University for thirty-five years, part of the time as Acting President (see Part I: FRIEZE ADMINISTRATION). His broad cultural interests extended far beyond the limits of his professorship. In addition to beginning the art collection he brought about the establishment of the professorship of music in the University and led the movement to establish the Ann Arbor School of Music in the town. It was natural that he should introduce some teaching of the history of art into his classroom through his lectures on classical archaeology, which was akin to the history of art as it was then taught. Through him the taste for the fine arts was kept alive. Lectures on the history of Greek art were given to seniors in 1872, and by 1879 Martin L. D'Ooge and Henry S. Frieze were lecturing regularly on classical antiquities (see also Part IV: DEPARTMENT OF GREEK and DEPARTMENT OF LATIN). The first graduate seminar on Roman

archaeology was conducted in 1891 by Francis W. Kelsey, and the first graduate course in Greek antiquities by D'Ooge in 1892. A classical fellowship which included the study of archaeology had been established in 1889.

Thus did the courses in archaeology and history of art creep in under the wings of the Departments of Greek and Latin. In some colleges and universities it was then thought logical to give courses in Greek art and courses on the work of current excavations in Greek language departments. Aesthetics and even the history of art were taught in philosophy departments in some institutions, usually by the professor of "intellectual and moral" or of "mental and moral" philosophy. In 1892-93 the University of Michigan offered Aesthetics of Renaissance Art as a graduate course in the Department of Philosophy.

Up to that time, courses dealing with the history of art in some American universities had found their way to a permanent academic footing as an outgrowth from essentially practical art departments which at first had used the history courses only as a very general background. When courses in the history of art began to appear separately in college catalogues, professors of other subjects often served as teachers of the new subject. A survey of art in American colleges has revealed that even as late as 1912, eighty-three courses in the history of art, both undergraduate and graduate, were given in departments other than those of the history of art (Smith). Seventy-two of these, including courses in Christian archaeology, medieval and Renaissance art, and Italian painting, were given by classics departments, four by French departments, three by history, two by romance languages, and one each by Biblical literature and Semitic language departments. In 1931-32 there were some fifty graduate courses in the

history of art given under classical departments—many in colleges where recognized history of art or archaeology departments existed. In the establishment of departments of the history of art, the method of approach to the subject matter has varied. Mount Holyoke for many years announced that the historical development of art was to be traced philosophically; Vassar, Wellesley, and Washington University, among others, emphasized appreciation; Cornell announced in 1891–92 that the object of its department of classical archaeology and the history of art was “to place the student in a position to perform independent investigation.” Wellesley, with Indiana, followed Harvard in including practical drawing courses as an aid to appreciation. Other colleges disagreed with this program, and the controversy as to whether or not historical courses are aided by practical courses continues an active one.

At the University of Michigan, sporadic instruction in drawing and painting had been available to those interested, both on and off the campus. Miss Alice Hunt in the early years of the present century conducted classes in drawing and painting. Her offerings were announced among the courses in the Department of Engineering, and she conducted private classes which were open to Ann Arbor residents. In 1906, the Department of Architecture was organized within the College (then known as Department) of Engineering, and it was affiliated with the Colleges (formerly Departments) of Engineering and Architecture until the College of Architecture became an independent unit in 1931.

The movement which finally achieved the establishment of the Department of Fine Arts in the College of Literature, Science, and the Arts owes much to the combined activities of those interested in both the practical and the historical-

theoretical aspects of the subject. Practical instruction in drawing and in ink and color rendering became a part of the curriculum in architecture; later, oil painting and architectural sculpture were added. Historical courses in architecture were included in the subjects required of the student preparing for a professional career in architecture.

The need for the re-establishment of the chair of fine arts in the Department of Literature, Science, and the Arts was recognized for many years. The Regents had been memorialized on the matter on several occasions before the proposal of September, 1910—signed by Professors D'Ooge, Kelsey, and Lorch, and Dean Cooley, and naming a candidate—led to the appointment of Herbert Richard Cross (Brown '00, Harvard '01, A.M. *ibid.* '02) as Assistant Professor of Fine Arts for 1911–12.

After his undergraduate and graduate work in the East, Cross, a New Englander, had completed his studies at the American School of Classical Studies in Rome. He had done practical work at the Rhode Island School of Design and had taught at Brown University, Wellesley College, the University of Illinois, and Washington University, St. Louis. The new Department of Fine Arts was housed in the recently completed Alumni Memorial Hall, and Cross also became the curator of the art collections.

The University *Calendar* for 1911–12 announced Italian Painting of the Fifteenth and Sixteenth Centuries for the first semester, and Roman and Medieval Art and Late Renaissance and Modern Painting in France, England, and America for the second, as well as an introductory course, given each semester, covering the history of architecture, sculpture, and painting from prehistoric times until the present. This program was developed during the eleven years of Professor Cross's administration of the

department to a specialization in the general field of the Renaissance and later periods, leaving the art of Greece and Rome, except as considered in the introductory course, to the courses in classical archaeology offered by the Departments of Greek and Latin.

Books for study and reference and lantern slides for the illustrated lectures were an immediate necessity. Through the years of his administration, Cross, as his budgets permitted, built up the equipment of the department. His main interest, however, was in his lectures, which presently became very popular with the undergraduates. He had an extraordinary command of English, which he used with telling effect. To him, the history of art was primarily a cultural and inspirational subject. He could become sincerely emotional over the Aphrodite of Melos, Chartres cathedral, or a Raphael madonna and could arouse, in many of his students, a genuine enthusiasm for his subject.

In July, 1912, Cross was promoted to a full professorship, which rank he held until his resignation in September, 1922. Though his interest lay primarily in undergraduate instruction, six graduate degrees in fine arts were granted during his administration, five master of arts degrees, and one degree of doctor of philosophy. In 1919 the staff of the department was enlarged by the appointment of Bruce McNaughton Donaldson (Princeton '13, A.M. *ibid.* '15) as Instructor in Fine Arts. In 1922, Cross was succeeded in the administration of the department by Donaldson. The previous experience of the new head of the department had been divided between curatorial and administrative work in two museums of art and university teaching. He had served as Assistant Curator in the Department of Decorative Arts and in the Department of Arms and Armor of the Metropolitan Museum of Art, New York, and,

later, had been appointed Assistant Director of the Albright Art Gallery, Buffalo Fine Arts Academy. From 1919 to 1922 he had taught courses on medieval and Renaissance architecture and sculpture in the University.

He regarded the problem at the University of Michigan as essentially an undergraduate problem,¹ and, with a definite plan of reorganization in mind, studied the program of courses and rearranged the material to suit better an enlarged curriculum. The character of the instruction was materially changed. The courses continued to be announced in the annual catalogues as fine arts, but the subject matter became the history of art. The collection of lantern slides was enlarged from about five thousand to approximately twenty-five thousand items in the years 1922-37.

Miss Adelaide Alice Adams ('20, A.M. '21), who had served for some years as Assistant and Teaching Assistant, was appointed Instructor in Fine Arts in 1924.

In October, 1928, the Carnegie Corporation of New York made a grant to the University of \$100,000, divided into five equal yearly payments, for the development of fine arts. Professor John G. Winter, of the Department of Latin, was appointed administrator of the fund and in January, 1929, was made, in addition to his other duties, Director of the Division of Fine Arts. The Director was placed in charge of graduate instruction in fine arts. In May, 1936, the title of the Division of Fine Arts was changed to Institute of Fine Arts (see Part VI: INSTITUTE OF FINE ARTS).

The general introductory course deals with the rise and development of the fine arts from prehistoric times to the Renais-

¹ Large numbers of students select one or more courses as free electives; a few concentrate in the field in the last two years. From 1922 to 1937, including summer sessions, there were more than 13,500 elections in courses in the Department of Fine Arts.

sance. A more detailed consideration of the Early Christian, Byzantine, Romanesque, and Gothic monuments is presented in two advanced courses. The Renaissance is studied in three courses: one in the Renaissance in Italy, one in the Renaissance in France, and one in the Renaissance in Spain and the Lowlands. An introductory course in Eastern art similar in purpose and character to the general introductory course in Western art is also available. The two remaining undergraduate courses cover American art and modern European art. These

courses offer the student the opportunity of including a cultural subject in his program of electives, and the completion of all these courses enables him to pursue graduate work with a preparation equal to the requirements of the graduate school of any American university.

BRUCE M. DONALDSON*

* Professor Donaldson died on January 12, 1940. The present professor of fine arts and chairman of the department is Harold Edwin Wethey (Cornell '23, Ph.D. Harvard '34), who was appointed to the position in August, 1940, and came to the University upon the opening of the academic year.

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THE DEPARTMENT OF GEOGRAPHY

THE teaching of geography at the University of Michigan is of some years' standing. Geography started as a single course within the Department of Geology, acquired the status of a separate grouping of courses within that department, and finally embarked on a separate career. Since its inception the Department of Geography has had a distinct place in the development of the subject in the United States. Various members of the staff, former and present, have been among the leaders in geographical thought, each contributing to the advancement of some special phase or to the clarification of philosophical ideas within the field as a whole.

THE DEPARTMENT OF GEOLOGY.—In 1906, Professor William H. Hobbs came to the University of Michigan as head of the Department of Geology, following the death of Professor Israel C. Russell (see Part III: DEPARTMENT OF GEOLOGY). Professor Russell had already set the seal of approval upon geography by publishing a series of books on various aspects of the physical geography of the continent of North America. In 1895, *The Lakes of North America* appeared, followed in 1897 by *The Glaciers of North America* and *The Volcanoes of North America* and in 1898 by *The Rivers of North America*. In the early part of the twentieth century, the Appleton Company was issuing a series of regional studies of the world, and at the suggestion of Professor Richard E. Dodge of Columbia University, Professor Russell was asked to prepare a volume on North America. This volume, with the title *North America* (1904), was the first formal geographical treatment of the physical characteristics of the continent in one volume. Professor Hobbs came to

the University of Michigan with a record of noteworthy achievement in the realm of the physical aspects of geography, particularly in the study of glaciers. After a lapse of a few years, the first course in the nonphysical aspects of geography was offered in the Department of Geology in 1912-13, when Frank Carney, Acting Professor of Geology, gave a course entitled *Geographic Influences*, and a seminar, *Geographic Topics*. Irving Day Scott, then Assistant Professor of Physiographical Geology, gave a course entitled *General Geography* in 1914-15. He later developed courses in meteorology, but has remained with the Department of Geology, in which he now holds a full professorship.

THE DEPARTMENT OF GEOLOGY AND GEOGRAPHY.—In 1915-16, the Department of Geology became the Department of Geology and Geography, and Carl Ortwin Sauer (Central Wesleyan '08, Ph.D. Chicago '15) was called to teach geography exclusively, following the completion of special training in that subject for his doctor's degree. The division, or rather double-naming, of the Department of Geology and the coming of Sauer mark the real beginning of the teaching of geography at the University.

In 1916-17, the offerings in geography were enlarged. Scott gave a course in physiography, and Sauer offered *Commercial Geography*, *Geographic Influences in American History*, *General Geography—Influence of Environment on the Conditions and Activities of Men*, and *Geography of North America*. It is interesting to note that two of Sauer's courses dealt with "influences," in accordance with a tradition in American geography. In addition to the foregoing work, he introduced a type of course that

is important in any approach to the subject of geography, namely, a field course. With minor changes this array of studies continued for six or seven years. The World War brought a new course, Strategic Geography, which was described in the *Catalogue* as "a study of defences and of movement, engagement, and maintenance of armies." This was dropped shortly, but the work of the department was increased by field work which was introduced in the elementary general course, the *Catalogue* stating that there would be "excursions after Easter, Wednesday afternoons." Dr. Sauer also offered a course designed especially for teachers. Dr. Hobbs gave Topographic Map Reading in 1917-18, a course which was designed primarily for students who were "looking forward to military training."

The next important changes in the geographical branch of the Department of Geology and Geography were the coming of Kenneth Charles McMurry (Wisconsin '15, Ph.D. Chicago '21) from the University of Chicago and the establishment of the summer field camp in Kentucky in 1920 and the introduction of Sauer's course, Geography of Michigan, in 1921 (see p. 583). The course on the geography of Michigan, now carried on by Professor McMurry, was an important addition to the offerings in geography, for it was a forerunner of much of the land-planning work in the state and of the significant work of the Department of Geography in connection with that planning.

Darrell Haug Davis ('03) joined the geographical division of the Department of Geology and Geography in 1920 and taught for several years, first as an instructor and then as an assistant professor. In 1921-22 McMurry was teaching the Geography of South America and Sauer the Geography of the Settlement of America. In the following year Sauer

introduced another course of far-reaching significance—Land Utilization. This course, like the one on the geography of the state, helped in the formulation of guiding principles in studying the problems of the cutover lands of northern Michigan.

THE DEPARTMENT OF GEOGRAPHY.—Before 1923 instruction in geography had grown from a single course in the Department of Geology to fourteen semester and four summer courses given by three men, with a semi-independent status within the department. Then a radical change took place; the instruction in geography was organized as a separate department, effective with the academic year 1923-24. Sauer was called to head the newly created department at the University of California, D. H. Davis went to direct the geography department at the University of Minnesota, and Kenneth C. McMurry, who then held an assistant professorship, took over the administration of the new department at the University of Michigan. In addition, Preston Everett James (Harvard '20, Ph.D. Clark '23) came from his graduate studies at Clark University to accept a position as Instructor, and Robert Burnett Hall ('23, Ph.D. '27), a graduate student at Michigan, also became Instructor in Geography.

The department tentatively reduced its instruction in 1923 by omitting three courses which had been given by Professor Sauer—the Geography of Michigan, the Geography of the Settlement of America, and Land Utilization—although the descriptions of these courses continued to appear in the annual *Catalogue*. McMurry continued teaching the elementary course and James took over the course on South America, the study of a phase of that continent having been his specialty while working on the doctorate.

Hall and James were instructing in the elementary course, of which it was noted

in the *Catalogue*: "The first part of the course deals with the elements of the physical environment and the influences which these elements exert upon the life and activities of man." McMurry reorganized the course in land utilization, and it was given again. James taught a new course, *Climates of the World*, which formed the natural beginning of the development of another important phase in the geographical work at the University, for climate was coming to be recognized as the very base of a systematic approach to the study of geography.

The year 1925 marks a critical point in the development of geography in the United States, for in that year Professor Sauer published a kind of inaugural dissertation at the University of California, "The Morphology of Landscape." This article furnished a point of departure for many younger geographers, who were beginning to revolt against the rigid dogma of what has been called the "influence school." After that date there were important changes marking the acceptance of the new orientation, both in the general field of geographical study and within the department. At the University of Michigan Sauer had laid the foundation for much of the University's further development of geographical instruction, and at the University of California he issued a challenge to geographers in the United States which was not without weight in shaping the development of the study of geography in the department which had formerly claimed him.

Stanley Dalton Dodge (Chicago '22, Ph.D. *ibid.* '26) joined the staff of the department as an instructor in 1925. The word "influence" was omitted from the formal announcement of the introductory course. McMurry, who advanced to the full professorship in that year, revived the course on the geography of Michigan and inaugurated one on the geography of

North America. James, then an assistant professor, offered Tropical Geography, a course which was soon dropped.

The content of the introductory course reflected the effect of Sauer's article, "The Morphology of Landscape," upon the "geographical philosophy" of the department, the course description in the *Catalogue* of 1926-27 reading in part as follows: "This course deals with the character and distribution of the elements of geographic landscape." The study of "landscape" was spreading in the department, for in the same year Hall introduced the Geography of Asia, and Dodge, the Geography of Europe. A list of related courses in botany, business administration, economics, forestry, and geology in the *Catalogue* of the same year indicated that the Department of Geography was beginning to discover affinities with other departments. It seems to have been difficult to settle on a formula for the introductory course, for in the following year the announcement was worded anew: "This course provides an elementary knowledge and understanding of the areal distribution of man and his material works, and of the habitats wherein these works were evolved."

The difficulty in formulating a description of the content and purposes of the elementary course led the department to review the entire history of geography as a formal subject, from 600 B.C. to the present, and the course, *History of Geography*, by Dodge, was begun in 1928. In the next year he offered the *Distribution of Population* for the first time, laying the foundations for the fuller study of some of the "human" aspects of geography. Ideas germinating in the department were further advanced when, in 1931, Hall began a course named *Settlement* (the basis for much of the subsequent work in human geography) and James introduced the short-lived course, *Urban Geography*.

GEOGRAPHY SUMMER FIELD STATION.—In the summer of 1920 the Summer Field Station was established at Mill Springs, Kentucky, where field courses in geology were also given. The camp was under the direction of C. O. Sauer in the years 1920–23 inclusive, and then of George M. Ehlers, of the Department of Geology, through 1935, when the Kentucky station was discontinued. During the sixteen years several members of the geography staff, with their assistants, took large numbers of students into the field for preliminary training in field geography. McMurry, James, and Hall, with the assistance of Kendall, Davis, and others, organized the field work after the first years, during which it was in the hands of C. O. Sauer. Since 1935, the geography field work has been carried on in summer camps in the northern part of Michigan, under the direction of McMurry and with the assistance of Charles M. Davis.

PRESENT STAFF, AND RESEARCH.—In 1940 the personnel of the department, in addition to Professors McMurry, James, and Hall and Associate Professor Dodge, included Assistant Professors Henry Madison Kendall (Amherst '24, Ph.D. Michigan '33) and Charles Moler Davis

('25, Ph.D. '35). McMurry has continued his work in land utilization, and is now recognized as one of the leading authorities on the study of geography as a necessary basis for any practicable plan for the proper utilization of the land. James, specializing in the geography of South America, has become a leading authority in that field. Hall, with interests centered in the study of the geography of Japan, has received wide recognition for his intensive studies of Japanese settlements, and Dodge has continued his studies of the geographic aspects of population and is receiving recognition for them. Kendall has carried on field work in France and Belgium and has been widely recognized for some of his climatic studies, and Davis is continuing field studies in Colorado on the basis of the successful completion of a preliminary study of a small section of the Rocky Mountains. Along the lines indicated by the principal activities listed above the Department of Geography has settled down to a service of usefulness in the study of the various aspects of the "landscape" of the world and of its significance in the solution of problems of interest to man.

STANLEY D. DODGE

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THE DEPARTMENT OF GEOLOGY

I. THE DEPARTMENT OF GEOLOGY BEFORE 1906

THE Department of Geology is, as regards the time of its founding, one of the oldest departments in the University, for as early as October, 1839, the Regents appointed as Professor of Geology and Mineralogy Douglass Houghton (A.M. and M.D. Rensselaer Polytechnic Institute '29), a geologist of distinction and an outstanding personality. The appointment was made without salary stated, and service was to begin when his work for the state survey of Michigan, on which he was then engaged, should be concluded.

Although in the first printed list of the faculty his name comes second, immediately after that of Asa Gray, Professor of Botany, yet, like Gray, he never actually taught classes in the University, for on October 13, 1845, with his survey work still uncompleted, he was drowned from a Mackinaw boat during a storm on Lake Superior.

About a year before Dr. Houghton's death the Board of Regents appointed an assistant to him in the person of Silas Hamilton Douglass (A.M. hon. Vermont '47). Houghton's unoccupied chair was at this time the professorship of chemistry, mineralogy, and geology, and Douglass was an assistant to the Professor of Chemistry. It is not clear just when the actual teaching work in geology was started, for Douglass' primary interest was throughout in chemistry. Douglass' title was many times expanded. In 1845-46 he was Lecturer in Chemistry and Geology; in 1846-47, Professor of Chemistry and Geology; in 1847-48, Professor of Chemistry, Mineralogy, and Geology; in 1850-51, Professor of Chemistry, Pharmacy, and

Medical Jurisprudence; in 1851-52, Professor of Chemistry, Pharmacy, Medical Jurisprudence, Geology, and Mineralogy. Whatever the title, chemistry appears to have absorbed the greater part of his attention (see Part III: DEPARTMENT OF CHEMISTRY). After 1855, when his connection with the professorship of geology ceased, he became Professor of Chemistry, Mineralogy, Pharmacy, and Toxicology.

Throughout the decade that Douglass conducted the work in geology, it seems to have been restricted to a single three-hour course offered in the last term of the senior year. In 1855 Alexander Winchell (Wesleyan '47, LL.D. *ibid.* '67), who had been appointed Professor of Physics and Civil Engineering in November, 1853, and had taken up his duties in the University in January, 1854, was transferred to a newly formed chair of natural history. At this time his training had been in mathematics, and his geological experience had been limited to the collecting of fossils in the South with Professor M. Tuomey of the University of Alabama. Since the natural history work occupied a portion only of his time, Winchell taught also elementary mathematics and served as Secretary pro tem of the Board of Regents, though this position he resigned in 1856. In 1859 he was appointed state geologist of Michigan for one year and in 1869 again for two years. In 1859, when he received from the survey a salary of \$1,000 for six months' work (Merrill, p. 207), he requested of the Board of Regents the appointment of an assistant to take over his teaching for these months, and the request was granted, though he retained his full University salary.

Although the training in geology of

Dr. Winchell was very deficient, he was a man of remarkable capacity for work, and while he continued to lecture and write on many subjects outside his field of teaching, he eventually became widely recognized as a leader in geological science. The Geological Society of America was founded in 1890, and in 1891 Winchell was elected the second president of the Society in immediate succession to Professor James D. Dana of Yale University. He was an orator of great power, and his lectures to classes reflected this ability rather more than instructional quality. Filibert Roth ('90), former head of the Department of Forestry, was a student in Professor Winchell's classes, and once related to the author that Professor Winchell would enter the classroom, open his text at random, and, his eye alighting upon some word, would make this the text of his lecture. Soon quite absorbed in abstraction, he would be oblivious to the fact that students were slipping away, some by the door and others by the windows. He was also subject to moods in his contacts with students. Harry B. Hutchins ('71, LL.D. '21), afterwards President of the University, related how he went to Professor Winchell and expressed a desire to prepare for a geological career. Winchell was in a happy mood and mapped out the work, so that Hutchins went away enthusiastic. When Hutchins next saw his professor, Winchell's mood had changed, the incident of the earlier meeting had been forgotten, and the student was discouraged from such a course. "So near," said President Hutchins, "did I come to the career of a geologist."

In 1865 a two-year curriculum in mining engineering was offered (*R.P.*, 1864-70, p. 108), and a few students in that field were later actually graduated. In 1875 the state legislature was memorialized and passed an act to provide for a School of Mines to be located at the Uni-

versity, with professors of mining engineering, metallurgy, and architecture and design, together "with the necessary assistant instructors." The sum of \$8,000 was appropriated for salaries and \$2,500 for equipment for each of the two years 1875-76 and 1876-77. William Henry Pettee (Harvard '61) was appointed Professor of Mining Engineering, and Silas H. Douglas,¹ Professor of Metallurgy. Financial support was not continued beyond this two-year period, and though Pettee and Douglas gave the courses for two more years, the project was then given up. The lack of continued support from the legislature was due in part to the rivalry between the Upper and Lower Peninsulas of the state, and in part to the lack of confidence in the University, and especially in its Professor of Metallurgy, occasioned by the Douglas-Rose scandal within the Department of Chemistry (see Part I: DOUGLAS-ROSE CONTROVERSY). A School of Mines was located in 1885 at Houghton in the Upper Peninsula.

Almost from his arrival at the University in 1854, Dr. Winchell became involved in a bitter controversy with Dr. Tappan, the President, and was charged by the latter with attempts to oppose his authority and obstruct his policies.

In 1873 Dr. Winchell accepted a call to the chancellorship of Syracuse University. Three years before his departure, that is, in the summer of 1870, Mark Walrod Harrington ('68, A.M. '71, LL.D. '94) had been appointed Instructor in Mathematics and Assistant Curator of the Museum of Natural History, but with the title changed in June, 1872, to Instructor in Geology, Zoology, and Botany. When Winchell departed for Syracuse the Regents called to his chair Eugene Woldemar Hilgard (Ph.D. Heidelberg '53) from the University of Mississippi. His title was Pro-

¹The name was spelled in this fashion after 1873.

fessor of Geology, Zoology, and Botany. Harrington was at the same time promoted to the rank of assistant professor in the same three departments. Thus, for the first time at the University, the Department of Geology was provided with a staff of two who were making it their special line of teaching. This earnest of a stronger department was to prove disappointing, for the next year Harrington was transferred to the Department of Zoology and Botany, and Hilgard himself within two years had accepted a call to the University of California.

For the two years 1875-77 the chair of geology was to remain vacant. In the meantime Pettée continued as Professor of Mining Engineering, and though Joseph B. Steere was made Assistant Professor of Paleontology in 1876, he did no teaching in geological science. In 1877 the Regents appointed Dr. Pettée Professor of Geology in charge of Mining Engineering, and for the next two years he was to conduct the mining engineering work.

In 1879 Dr. Winchell was called back to the University as Professor of Historic Geology and Paleontology, and the title of Dr. Pettée was then changed to Professor of Mineralogy and Economic Geology. Winchell's title the following year was changed to Professor of Geology and Paleontology, and this chair he held until his death at Ann Arbor on February 19, 1891. Professor Pettée had continued to give courses in economic geology and in the geology of the United States. Thus, for the second time, the department included more than one teacher. Winchell gave a course in elements of general geology (lectures two hours weekly and oral exercises one hour additional) throughout the year; one in paleontological investigations (three to five hours weekly) throughout the year; the teachers' course in the elements of geology (two hours weekly), and a course

in mining engineering (five hours weekly) throughout one semester.

When Winchell died in February, 1891, William Hittell Sherzer ('89, Ph.D. '01) was teaching at Houghton. He was called as Instructor in Geology and taught the geology courses for the three months still remaining. At the June meeting of the Board of Regents he was reappointed with the same title for the year following (1891-92). He introduced two new courses: Macroscopic Petrography and Microscopical Mineralogy and Petrography.

In May, 1892, Israel Cook Russell (C.E. New York University '72, LL.B. *ibid.* '97) was called to succeed Professor Winchell, with the title of Professor of Geology. At first he offered but three courses: Elements of Geology (a three-hour course throughout the year), Physical and Glacial Geology (a three-hour course), for one semester, and Paleontology, likewise a three-hour course for one semester. Later he offered four courses each semester, but most of these were not given, and, in fact, could hardly have been given satisfactorily by a one-man department without even an assistant.

WILLIAM H. HOBBS

II. THE DEPARTMENT OF GEOLOGY FROM 1906 TO 1940

During the second semester of 1905-6 Professor Russell died, and in the late summer William Herbert Hobbs (Worcester Polytechnic Institute '83, D.Eng. *ibid.* '29, Ph.D. Johns Hopkins '88, LL.D. Michigan '39) was appointed Professor of Geology and Director of the Geological Laboratory in the University. With his appointment there began a very notable expansion of the work in geology. When he entered upon his office the department occupied two rooms in the attic of the old Museum Building (now the Romance Language Building) with an exhibition room and a share, with other

departments, in the lecture room on the first floor of the building. During the year Irving Day Scott (A.B. Oberlin '00, Pd.B. Albany State Normal '01, Ph.D. Michigan '12), who was then pursuing his work in the department and was afterward advanced through the several grades to become Professor of Physiological Geology in 1930, was appointed as an assistant. At the Regents' meeting of September, 1907, Ermine Cowles Case (Kansas '93, Ph.D. Chicago '96) was appointed Assistant Professor of Historical Geology and Paleontology, and in succeeding years instructors were added to the department to teach other branches of the science.

In the year 1905-6, 131 students had been enrolled in the department. When Professor Hobbs retired, in 1933-34, there were ten members of the instructional staff, including two professors, three associate professors, four assistant professors, and one instructor, with a number of assistants, and the enrollment of students in the department was 1,035, of which number seventeen were in the Graduate School. The department had taken over ample quarters for its work in 1915 in the new Natural Science Building.

In 1907 Irving D. Scott was appointed Instructor in Geology. He developed courses in physiography, including Meteorology. He also conducted large freshman classes in introductory geology and in 1935 took charge of the work in physical geology.

Rolland Craten Allen (Wisconsin '05, A.M. *ibid.* '08) was appointed Instructor in Geology to develop the work in economic geology in 1908, and this work he carried on for a year and then became state geologist of Michigan, but he continued to give lectures on certain special phases of economic geology until 1913.

To find room for the expanding de-

partment within the antiquated Museum Building the geological collections upon the first floor were crowded closer together, and a part of the space was converted into a laboratory for the students. Small offices were also found for some of the staff in this room.

In 1908 Frank Leverett (Iowa State College of Agriculture and Mechanic Arts '85, Sc.D. hon. Michigan '30), distinguished glacial geologist and long a member of the United States Geological Survey, was appointed to the staff as Lecturer in Glacial Geology, and in that capacity he conducted lectures and took charge of excursions until 1928, when he retired from the department.

Up to the year 1906, or during the first sixty-seven years of the history of the Department of Geology at the University, the instruction in geology was carried on either entirely by one professor, other departments sometimes utilizing a part of his time, or, for brief intervals (1871-73 and 1879-91), by two men of whom one gave full time to it and the other only part time. During Professor Russell's incumbency, which terminated with his death in 1906, he labored without assistance.

In the study of geology at the University of Michigan there is imposed a certain heavy handicap in the fact that all save the latest of geological formations are buried deep under glacial deposits. The rocks of the earth constitute a large part of the equipment of any geological laboratory, and to find them exposed one must go far from the University. Even some of the simplest of geological processes are illustrated in the vicinity only by abnormal examples. This handicap has been met in part for the elementary courses by extended excursions and by newly devised laboratory apparatus. For the advanced students the handicap is particularly serious, for they must undertake their individual

studies of geological problems by time-consuming and extended journeys to somewhat remote areas.

The instructional work within the growing department was organized upon a plan to meet the needs of different classes of students. There were, first, general introductory courses which constituted a part of the liberal education, for the freshmen and for upperclassmen, the latter course conducted by the head of the department and required for certain groups of engineering students and for all forestry students. There were courses for teachers of earth science in secondary schools. To meet the needs of students who were planning to take up economic geology, an intensive undergraduate course was provided with curriculums arranged at some sacrifice of cultural courses, but with concentration on special lines of economic geology, particularly oil geology and geology of the metals and nonmetals. Graduates in these curriculums were given a special certificate in geology and have been very successful in obtaining positions, particularly in the large field of oil geology. Built upon the introductory courses of the department were the advanced courses for the training of professional geologists in the several fields of structural, dynamical, glacial, and economic geology and paleontology.

After the resignation of R. C. Allen in 1909, Charles Wilford Cook ('04, Ph.D. '13), who had been acting as an assistant in the Department of Mineralogy, was appointed to carry on the work in economic geology. He advanced to the rank of professor in 1925 and was especially successful in training men within his field, as clearly shown by the positions they have occupied. His lamented death occurred in 1933.

In 1919 George Marion Ehlers ('13, Ph.D. '30) joined the staff as Instructor and gave especial aid in the assembling

and care of the geological collections, as well as in developing courses of instruction in invertebrate paleontology. His advancement to his present rank, the associate professorship, came in 1934.

Up to the year 1912 the subject of geography had not been taught in the University. However, as the need for such work became increasingly apparent, Carl Ortwin Sauer (Central Wesleyan '08, Ph.D. Chicago '15) was appointed to the staff of the Department of Geology in 1916. The name of the department was at the same time changed to the Department of Geology and Geography. Having been promoted in 1918 and again in 1920, Sauer was appointed to a full professorship of geography in 1922. Kenneth Charles McMurry (Wisconsin '15, Ph.D. Chicago '21) was added to the staff as Instructor in Geography in 1920 and was made Assistant Professor in 1921. In 1923 Preston Everett James (Harvard '20, Ph.D. Clark '23) was added to the staff as Instructor in Geography, and in the same year, when Professor Sauer resigned, Dr. McMurry became acting head of the newly organized Department of Geography, made up of all the geography work previously under the joint Department of Geology and Geography (see Part III: DEPARTMENT OF GEOGRAPHY).

To secure for all students of the Department of Geology and Geography that important field training which is a first essential, a Summer Field Course in camp was established in 1920 at Mill Springs, Kentucky, with Case in charge of the courses in geology and Sauer in charge of those in geography. Sauer was in 1920 appointed director of the camp. In the next year George M. Ehlers took charge of the courses in geology, and in 1924 he became director of the camp in place of Professor Sauer. In 1924 Irving D. Scott took charge of the courses in physical geology at the camp and for

many years thereafter conducted the work. The Summer Field Course was continued in connection with the Department of Geography at the Mill Springs station in Kentucky until the summer of 1936, when the camp was divided. At this time the Geology Field Course was established at State Bridge, Colorado, with Ehlers as director and with Belknap and Eardley added to the staff of instruction.

Russell Claudius Hussey ('11, Ph.D. '25), Associate Professor of Geology since 1931, became a member of the instructional staff of the department in 1921 to teach general and historical geology. After 1929 he carried the courses in historical geology independently and developed an introductory course in paleontology. From 1931 to 1936 Hussey served as Assistant to the Dean of the College of Literature, Science, and the Arts, in an advisory capacity to students, though continuing a part of his work in the Department of Geology. He also developed strong courses in the extension work of the University.

It was in 1921 that Laurence McKinley Gould ('21, Sc.D. '25) was appointed Instructor in General Geology, and he was an associate professor at the time of his resignation in 1932; his last four years were spent on leave in connection with exploring expeditions, the latest that of the first Byrd antarctic expedition. In 1932 he became Professor of Geology and Geography at Carleton College, Northfield, Minnesota.

Miss Ellen Burden Stevenson ('20, M.S. '30), later Mrs. George M. Stanley, entered the department in 1923 as Instructor in Geology, was raised to an assistant professorship in 1931, and resigned to take up other work in the University in 1933. For a considerable time preceding this retirement from the department she had given but half time to her geological work.

In 1924 Walter A. Ver Wiebe (Cornell '13, Ph.D. *ibid.* '18) was made Instructor in General Geology, and retained this position until 1927, when he resigned to become Professor of Geology in the Municipal University at Wichita, Kansas. Ralph Leroy Belknap ('23, Sc.D. '29), who joined the department in 1923 as Instructor and has been Associate Professor since 1939, has devoted his time to general geology, and especially to geological field surveying. Lewis Burnett Kellum (Johns Hopkins '19, Ph.D. *ibid.* '24) was in 1928 appointed Instructor in Paleontology and Petroleum Geology. His work in Mexico previous to his appointment had directed his attention to the structural problems there, and he returned during the summers for successive years, either alone or with colleagues and assistants from this or other universities. He attained his present rank of associate professor in 1937.

In 1928 the University Museums Building was completed, and the collections of fossils were moved to that building. Those members of the staff directly connected with paleontology were given quarters in the new building, which left much-needed space in the Natural Science Building. With this additional space and with new facilities it became possible to provide long-needed instruction in paleobotany, and Chester Arthur Arnold (Cornell '24, Ph.D. *ibid.* '29) took charge of this work, dividing his time between the Museum of Paleontology and the Department of Botany.

In the planning of the Natural Science Building, provision had been made for instruction in soil geology, and in 1927 Maurice William Sensius (M.S. '19, Sc.D. '28) took charge of that work and was later advanced to Assistant Professor. In 1930 Armand John Eardley (Utah '27, Ph.D. Princeton '30) was appointed Instructor to teach some of the courses in general and economic geology

during Gould's absence in the antarctic. Upon the latter's resignation in 1932 Eardley became a permanent member of the staff, with his work largely in the field of structural geology. He has held an associate professorship since 1939. It was in 1930 also that George Mahon Stanley ('28, Ph.D. '32) was appointed Instructor in General Geology, to continue certain courses in glacial geology formerly taught by Leverett.

In 1934, when he reached the compulsory retirement age of seventy years, Hobbs was made Professor Emeritus of Geology and was succeeded by Case as head of the department. The same year Thomas Seward Lovering (E.M. Minnesota '22, Ph.D. *ibid.* '24) was appointed to take charge of economic geology, work in which had been carried by other members of the staff since the death of Cook in 1933.

Extensive graduate work within the department has been carried on only within the last thirty years. Up to 1906, when the period opened, but two master's degrees and two of the doctorate of philosophy had been conferred—one of the latter on Mary E. Holmes in 1887 and the other on W. H. Sherzer in 1901. Even after the expansion had begun, it was of necessity a considerable number of years before the degrees could be conferred upon those who had been working in the department. Within this period and for some years thereafter, or until the department included a fair number of mature scholars, students were quite generally advised to continue beyond the master's degree at the better-equipped universities elsewhere. From the beginning, however, the degree of master of science or master of arts within the department was given only after a considerable amount of graduate work and upon completion of a thesis approved by the department. These theses in many cases have been of such value as

to warrant their publication as definite contributions to the science.

ERMINE C. CASE

III. RESEARCH AND EXPLORATION

Of scholarship there has been no lack among the occupants of the chair of geology. Dr. Houghton, who, although he did no regular teaching, contributed to the geological collections and was a distinguished geologist of the pioneer period.

Dr. Winchell, though he had come to the University without training in geology and was probably better known through his lectures and writings as an orator and a great popularizer of science, contributed in important ways to the geology of the state. When state geologist, he worked out the basin structure of the Paleozoic formations of the Lower Peninsula and the stratigraphy of the Marshall group of the Mississippian. To the geological journals he contributed articles on more general problems of the science. His published books and papers make up a list of titles which covers thirteen pages; the wide range of topics includes education, religion, and administration.

His better-known books were *Pre-adamites* (1880), *Sparks from a Geologist's Hammer* (1881), *World Life* (1883), and *Walks and Talks in the Geological Field* (1886). Winchell's writings and lectures, more than those of any other representative of science in America, were responsible for the growing liberality of thought toward the great doctrine of evolution.

It is probably not widely known that Dr. Winchell started the regular recording of daily meteorological observations at the University of Michigan, a pioneer in this respect for the country. Winchell's series, begun in New York in 1848, were reported to the Smithsonian Institution in Washington. In 1854 his request to the Regents was approved to make these observations regularly at the Uni-

versity with his own instruments (*R.P.*, 1837-64, p. 575).

Mark Walrod Harrington, Instructor in Geology, Zoology, and Botany in 1872, became in 1879 Director of the Detroit Observatory at the University and started its series of meteorological observations, founded the *American Meteorological Journal* in 1884, and became Chief of the United States Weather Bureau in 1892 (see Part III: METEOROLOGICAL INSTRUMENTS AND THE TEACHING OF METEOROLOGY).

Hilgard, who had held the chair of geology from 1873 to 1875, had, in contrast to Winchell, gone through a rigorous technical training and held an earned degree of doctor of philosophy. He thus represented somewhat more of the solid reputation in scholarship. A specialist in soils, his complete bibliography is very extensive, and includes 243 titles. This pre-eminence in scholarship was recognized by the conferment of the honorary degree of doctor of laws by the Universities of Mississippi, Michigan, Columbia, and California, by a gold medal from the Academy of Sciences in Munich, and by election to the National Academy of Sciences.

Russell, who succeeded Winchell in 1892, was a pioneer explorer-geologist of the Great Basin region of the West; he became a specialist of wide reputation on glaciers and was the author of a wide range of semipopular books on *North American Lakes* (1895), *Glaciers* (1897), *Volcanoes* (1897), *Rivers* (1898), and on *North America with Reference to Its Geography* (1904). His *Quaternary History of Lake Lahontan*, published by the United States Geological Survey, is a quarto monograph of 288 pages and forty-four plates, and his correlation paper on the Newark System, also issued by the United States Geological Survey, is a comprehensive monographic report of 344 pages.

He was in 1906 elected president of the Geological Society of America. His published papers number 122. He led two scientific and climbing expeditions to Mount Saint Elias, arrived near its summit on the second expedition, and pointed out the route to the Duke of Abruzzi, who finally succeeded in reaching the summit. In the exploring field Dr. Russell was a member of the Transit of Venus expedition of 1874 to New Zealand and Kerguelen Island in the Antarctic; in 1878 he took part in the government surveys west of the one-hundredth meridian (Wheeler Survey), in 1880-83 in surveys of the Great Basin region for the United States Geological Survey, from 1885 to 1888 in studies of the southern Appalachians, and in 1889 in exploring work for the United States Coast and Geodetic Survey along the northeastern boundary of Alaska. In 1902, after the grand eruption of Mount Pelée, he went with the National Geographic Society's expedition to the scene of the disaster.

The research work of Professor Hobbs before coming to the University was largely in the field of structural geology and petrography, with nearly a score of field seasons in western New England for the United States Geological Survey. After entering upon his duties at the University it has been within the field of dynamical geology, with emphasis on earthquakes, glaciers, and atmospheric circulation in its relation to continental glaciers. He has published four treatises: *Earthquakes* (1907), *Existing Glaciers* (1911), *Earth Evolution* (1921), and *The Glacial Anti-cyclones* (1926); a textbook, *Earth Features* (1912 and 1931); two narratives of exploration, *Cruises Along By-Ways of the Pacific* (1923) and *Exploring About the North Pole of the Winds* (1930); a war history, *The World War and Its Consequences*, with an introduction by Theodore Roosevelt (1918); three biographical works, *Leonard Wood* (1920),

Peary (1936), and *Explorers of the Antarctic* (1941); and also government and other reports and monographs. His published papers number 264 titles. Hobbs was in 1922 exchange professor at the University of Delft and in 1931 Russel lecturer at the University of Michigan (see Part II: RESEARCH CLUB). He is a member of the American Philosophical Society. He organized and led three scientific expeditions to Greenland from the University in 1926, 1927-28, and 1928-29, and was director of another in 1930—all chiefly for the study of glacial and meteorological conditions.

Professor Case has done his principal research work in the field of vertebrate paleontology, which has required collection of the material on exploring trips in various areas of the western United States. In all, no less than thirty of these arduous collecting expeditions have been carried through, and in 1923 he traveled throughout the world for study of Permian areas. Professor Case is today an authority on the vertebrate life of the Permian and Triassic ages. The published material has been brought out in eight monographs by the Carnegie Institution of Washington. These have been: No. 55, *Revision of the Pelycosauria*; No. 145, *Revision of the Cotylosauria*; No. 146, *Revision of the Amphibia and Pisces of the Permian*; No. 181, *Permo-Carboniferous Vertebrates of New Mexico*; No. 207, *The Permo-Carboniferous Red Beds*; No. 283, *Environment of Vertebrate Life in the Late Paleozoic*; No. 321, *New Reptiles and Stegocephalians from the Upper Triassic*; and No. 375, *Environment of Tetrapod Life in the Late Paleozoic of Regions Other than North America*. His published papers are represented by 144 titles. He is a member of the American Philosophical Society and was Russel lecturer at the University in 1934. He was in 1929 president of the Paleontological Society of America.

Frank Leverett, for a score of years

(1908-28) Lecturer on Glacial Geology, is an outstanding authority on the Pleistocene glaciology of North America. This has been recognized by his election to the American Philosophical Society and to the National Academy of Science and by the conferment upon him of the honorary degree of doctor of science by the University of Michigan in 1930. His greater monographs, all published by the United States Geological Survey, include *The Illinois Glacial Lobe* (1899), *Glacial Formations and Drainage Features of the Erie and Ohio Basins* (1902), and (with Frank Taylor) *The Pleistocene of Indiana and Michigan and the History of the Great Lakes* (1915). His published papers number 170 titles.

Charles Wilford Cook (1908-33), Professor of Economic Geology, was a specialist on deposits of salt, oil, gas, and molybdenum minerals and published some nineteen scientific papers.

Laurence McK. Gould (1921-32), Instructor, Assistant Professor, and Associate Professor in the department, has played an important part in scientific exploration. He was geologist and second-in-command of the first University of Michigan Greenland expedition (1926), geographer and topographer and second-in-command of the Putnam arctic expedition (1927), and senior scientist and second-in-command of the first Byrd antarctic expedition (1928-30).

Lewis B. Kellum, Associate Professor of Paleontology (1928—), has directed six scientific expeditions to Mexico in the years 1930 to 1935. They have been devoted to a geological study of eastern Durango, southern and southwestern Coahuila, the San Carlos Mountains, and northern Zacatecas. The expeditions have been financed by grants from the National Research Council, the Geological Society of America, and the University of Michigan. Geologists from the facul-

ties of Chicago, Johns Hopkins, Michigan, and Rochester universities, and Michigan State, Rutgers, and Texas Technological College have taken part in these expeditions. Kellum's most important contributions are: "Paleontology and Stratigraphy of the Castle Hayne and Trent Marls in North Carolina" and "Evolution of the Coahuila Peninsula, Mexico."

Ralph L. Belknap, Associate Professor of Geology (1923—), has made four expeditions to Greenland, all sponsored by the University of Michigan. He was a member of the first expedition (1926), in charge of surveys, second-in-command of the second (1927) and third (1928) expeditions in like capacity, and he led the Michigan-Pan-American expedition to northwest Greenland in 1932.

Irving D. Scott, Professor of Physiological Geology (1906—), is a specialist in the study of lakes and of dune formations. His scientific papers comprise eleven titles.

George M. Ehlers, Associate Professor of Geology (1914—), has specialized in Paleozoic paleontology and is credited with sixteen scientific papers.

Thomas S. Lovering, Associate Professor of Economic Geology (1934—), has studied especially the rocks of the Rocky Mountains in Colorado, structurally and with regard to the ore deposits. His published papers number twenty-nine titles. The most important are: "Geology and Ore Deposits of the Breckenridge Mining District, Colorado," and "Theory of Heat Conduction Applied to Geologic Problems."

In view of the importance of the mineral deposits in the Upper Penin-

sula of the state, early made known by Douglass Houghton, the small development of the geological sciences at the University during its first half century is remarkable. For this there are several causes. A lack of confidence arose out of the Douglas-Rose scandal within the Department of Chemistry, for Douglas was in charge of all the geological work for the first ten years and for an even longer time for the work in mineralogy. However, the rivalry between the two peninsulas of the state and the location of the mineral deposits within the Upper Peninsula developed a local pride which was only satisfied when the School of Mines was finally established at Houghton, more than forty years after the founding of the University. This, as well as the location of the State College of Agriculture at the state capital, caused a division of state appropriations and a diversion of federal support when the Morrill Act was passed in 1865.¹ The needless triplication of personnel and laboratory equipment which these unwise decisions of the state legislature brought about, greatly handicapped Michigan and Iowa, which had much the same experience, among the state universities.

WILLIAM H. HOBBS

¹ The Civil War between the states had shown the country's need in such a national emergency for men of education trained to take command in regimental positions. To encourage such training Congress at the conclusion of the war provided by the Morrill Act for the services of an army officer and a grant of \$30,000 annually to one college in each state, with the proviso that the college include courses in engineering and mechanic arts and would in addition provide compulsory courses in military training for all its students during their first two years of attendance. For Michigan this grant went to the Michigan Agricultural College at East Lansing, now the Michigan State College of Agriculture and Applied Science.

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THE DEPARTMENT OF GERMANIC LANGUAGES AND LITERATURES

AMONG American institutions the University of Michigan has always been prominent in the cultivation of the German language. It was early recognized that German ranked in cultural and practical value with the classical languages, and it came to be considered almost axiomatic that some knowledge of the language was necessary for every well-educated person. Until the time of World War I the enrollment in German was larger than that in any of the other modern languages, and, under the direction of a long succession of able and enthusiastic teachers, it exerted a powerful influence upon the educational program of the state.

The first evidence of any interest in modern languages in the University of Michigan is afforded by the appearance of the name of Louis Fasquelle, Professor of Modern Languages, in the *Catalogue* of the year 1846-47. During his first two years on the faculty his teaching was confined to one course in French. It was only one-third of a year long (one term), but was ordinarily required for graduation, as were all the courses listed. There were then no electives indicated, or even alternative curriculums. The French course was extended to two terms in 1848-49, at which time, according to the *Catalogue*, one term of Spanish and one of Italian were also taught. The latter two courses were replaced by German in the fall of 1849. That this pioneer work before 1850 was highly esteemed, however slight it may now seem, is to be seen from the Regents' annual report to the superintendent of public instruction for 1849:

It deserves to be particularly noticed, that they [the Regents] have introduced a system

of extensive and efficient study in Modern Languages, running through the whole course, which will make all students acquainted with most of the modern languages of Continental Europe, and particularly the French, Spanish, Italian, and German. In Eastern Colleges, the Modern Languages are but an incidental study, during one or two terms of certain classes; and that, by students only who may elect them in preference to other branches. In this respect, our University possesses superior privileges; and meets, more extensively and efficiently, the wants of our educated youth, than any of our older Colleges. It is a new feature in College studies, and particularly appropriate to our Western States, filling up with a foreign population from nearly all the different nations of Europe. (*R.S.P.I.*, 1849, pp. 34-35.)

It may well be doubted that this exactly represented the situation, however, for in our own time it is only a very exceptional student who acquires much knowledge of a foreign language in two-thirds of a year, and the catalogues do not confirm the statement that instruction in modern languages ran "through the whole course."

LOUIS FASQUELLE, 1849-62.—In 1849-50, when German made its appearance, the total amount of modern language work was comprised in two terms of German (junior year) and two terms of French (one term in the sophomore and the other in the junior year). Spanish and Italian were not offered again for nearly twenty years.

The increasing recognition of the importance of scientific studies led in 1852 to the introduction of a scientific course. Three terms each (an entire year) of French and German were required, and students in the classical course were also

obliged to offer three terms of French, but only two of German. The more informative *Catalogue* of that year tells us what was done in the three terms:

First term: Grammar—Oral and written exercises in translating from English into German and from German into English.

Second term: Grammar continued—Oral and written exercises in German. Translation from German into English.

Third term: Grammar continued—Oral and written exercises on the idioms of the language. Schiller—Wilhelm Tell.

From this it would appear that the ground actually covered was about the same as, or a little less than, that which we at present cover in two semesters of a beginning class.

Fasquelle became Professor of Modern Languages and Literature in 1854–55. The same year, students in the classical course were obliged to include three terms of German, and when the University changed to the semester system in the fall of 1856, the requirement in each language remained at one year. In 1857, the German textbook prescribed was *Woodbury's Method*, and the students were still reading *Wilhelm Tell* in the second semester. It would seem that Fasquelle did not vary his work greatly. German became an elective subject for all students in 1855, although French remained as a requirement.

In 1858, courses approved for residence work by candidates for the master's degree were listed; these courses were selected from the regular undergraduate work. Among these were Fasquelle's lectures in French literature (first semester) and in German literature (second semester), which were the requirements in modern languages.

EDWARD P. EVANS, 1862–70.—On the death of Fasquelle in 1862 Edward Payson Evans ('54) became an instructor and after a year was appointed to the professorship of modern languages. While

carrying on advanced studies in Germany, he had developed an enthusiasm for the Prussian school system. He gave the details of the work in modern languages as follows—the first evidence that Germanic philology had reached Michigan:

The subjects taught in this Department embrace:

1. The French and German languages.
2. French and German literature.
3. The general principles of Comparative Philology.

The method of instruction comprises translations, written and oral exercises, examinations and lectures. The following textbooks are used: Fasquelle's *French Method*; Fasquelle's *Colloquial Reader*; Dumas' *Napoleon* (Fasquelle's edition); Racine and Molière; Douai's *German Grammar*; Adler's *German Reader*; Adler's *Handbook of German Literature*. (*Cat.*, 1863–64, pp. 44–45.)

Students in the scientific course (see Part I: TAPPAN ADMINISTRATION) were required the next year to take four semesters of French, but only two of German, and Otto's *German Grammar* took the place of Douai's. A further semester of German was added in 1866–67 as an elective for students in the scientific course. Professor Evans listed some twelve books of reference:

In connection with the Lectures on Comparative Philology and Modern Literature, the following books of reference are recommended as most accessible to the student: . . . Dwight's *Modern Philology*, Max Müller's *Science of Language and Survey of Languages*, . . . the Works of Renan, Rask, Pictet, Nodier, and Wilhelm von Humboldt.

Until Evans' resignation in 1870 the requirements in both languages for those in the classical course remained at two years, with four semesters of each language for the scientific course. Evans also gave lectures on German literature.

GEORGE S. MORRIS, 1870–79.—George Sylvester Morris (Dartmouth '61, Ph.D.

hon. Michigan '81) became Professor of Modern Languages in 1870, and under his direction the program of readings in German seems to have varied from year to year in the more advanced work. For example, in 1871 the senior students in the scientific course read Schiller's *Wilhelm Tell* and the *Geschichte des dreissig-jährigen Krieges*.

The number of students was somewhat increased through the addition of civil engineering students in the fall of 1872 and students of mining engineering in February, 1874, but there was no addition to the amount of the language offered. The younger men in the department usually remained but a year or two and seem to have been compelled to divide their time between German and French. That the conception of the relative difficulty of texts was somewhat different from that of the present day is shown by the fact that in 1874 students in the classical course read Goethe's *Faust* in their second semester, while *Wilhelm Tell* was considered a logical text for the fourth. It must be borne in mind that the preparation of students was very different from that in our own day; in the forties all aspirants to the bachelor's degree had a thorough training in formal grammar and long practice in Latin and Greek.

Although the *Calendar* of 1874-75 was the first to contain a reference to the degree of doctor of philosophy, no graduate courses were available to students in German. The age of specialization had not yet arrived; anyone with linguistic training was eligible to teach several languages. Alfred Hennequin and Paul R. B. de Pont (see also Part II: OFFICE OF THE REGISTRAR; Part IV: DEPARTMENT OF ROMANCE LANGUAGES) appeared for years in the *Calendar* as teachers of both French and German, and Edward Lorraine Walter ('68, Ph.D. Leipzig '77), of the Department of Latin, not only taught

modern languages as well as Latin, but subsequently became head of the Department of Modern Languages.

The advanced work (that is, the third and fourth semesters of study) in German consisted at that time of Goethe's *Iphigenie* and *Dichtung und Wahrheit*, O. Brosius' *Schiller und sein Verhältniss zu dem Publikum seiner Zeit*, Niebuhr's *Tales of Greek Heroes* (for translation into German), and lectures.

Calvin Thomas ('74, A.M. '77, LL.D. '04) became Instructor in Modern Languages in 1878-79. At that time the first-semester courses consisted of beginning German (four hours) and *Emilia Galotti* (five hours); and German plays, Goethe's *Faust*, and *Geschichte der deutschen Literatur* were studied in the second semester. There was no required work in modern languages for the degree of bachelor of arts, but for that of bachelor of science and for the bachelor's degrees in engineering (civil engineer and mechanical engineer), two semesters each of French and German were required, and for the bachelor of letters, four semesters each of French and German.

EDWIN L. WALTER, 1879-87.—Morris was succeeded in 1879 by Walter as Professor of Modern Languages.

A two-hour lecture course on the science of language by Thomas was included in the program, and two years later a further addition to the courses was offered—Herder's *Geschichte der Menschheit*.

The amount of work in German was gradually increasing, eighteen hours being offered in the first semester of the year 1883-84 and fifteen in the second.

CALVIN THOMAS, 1887-95.—The work in French and German was divided in 1887-88; Walter was made Professor of Romance Languages and Literatures, and Thomas became Professor of Germanic Languages and Literatures. The first notice in the *Calendar* of a seminar course

in German appeared at this time. A short course in Gothic was also listed, and scientific German was introduced, so that now a total of thirty-nine hours of work was offered during the year. About this time Swedish and Norwegian in alternate years were first offered by Thomas, one hour a week throughout the year. This broadening of the program was carried further in 1889, when Alexis Frederick Lange ('85, Ph.D. '92), Instructor in German and Anglo-Saxon, taught courses in Middle High and Old High German, and Thomas gave seminars in German literature of the eighteenth and nineteenth centuries. The courses in Old High German were taken over in 1890 by George Allison Hench (Lafayette '85, Ph.D. Johns Hopkins '89), Instructor in German. Max Winkler (Harvard '89, Ph.D. '92) was at that time appointed Instructor in German and offered successive courses in literature of the Reformation and lyric poetry, and Professor Thomas added to his other work a seminar for teachers and courses in linguistic science and the history of German literature.

In May, 1891, Hench was made Assistant Professor and in 1891-92 gave a course in German grammar from a historical and comparative point of view. During the same year Thomas tried the experiment of giving a course in Old Icelandic. In addition to two years of preliminary work thirty-three hours of advanced work were now offered each year.

The instructors in German appointed at about that time were Jonathan August Charles Hildner ('90, Ph.D. Leipzig '99) in 1891, Ernst Heinrich Mensel (Carthage '87, Litt.D. *ibid.* '20, Ph.D. Michigan '96) in 1892, and Tobias Johann Casjen Diekhoff ('93, Ph.D. Leipzig '99) in 1893.

Old Saxon was added to the schedule in 1894, and appeared at intervals in the *Calendar* from that time on.

With the establishment of the separate Department of Engineering in 1895, two sections in beginning German for engineering students were formed. These classes were taught by Diekhoff, who also gave advanced courses in descriptive prose and scientific German. Until the spring of 1928, however, modern language instruction in the College of Engineering was independent of that in the College of Literature, Science, and the Arts.

GEORGE A. HENCH, 1895-99.—While Professor Thomas was absent on leave in 1895-96, he accepted a call to Columbia University, and George Allison Hench, then Acting Professor of German, succeeded him in the headship of the department. Ernst Voss (Ph.D. Leipzig '95) returned as Instructor; and Edwin Carl Roedder ('93, Ph.D. '98, Litt.D. '38) entered the department with an assistantship. Winkler at that time gave a course in *Faust*, through both semesters, but no Scandinavian was offered that year, although in 1896-97 Hench, as Acting Professor of Germanic Languages and Literatures, offered courses in Gothic and Old Norse. He was appointed to a full professorship in the spring of 1897, and in the next year's *Calendar* special work for prospective teachers was first specifically announced. Warren Washburn Florer (DePauw '90, Ph.D. Cornell '97) and John Edward Lautner ('95, M.L. '96) were made instructors in German, and with the growth of the department two more were added in the fall of 1898, Ewald Augustus Boucke (Ph.D. Freiburg '94) and Ernst J. Fluegel. The name of George Hempl ('79, Ph.D. Jena '89, LL.D. Michigan '15) first appeared that year in connection with the Department of German, although his work was not specified. He subsequently offered in the Department of English a course in phonetics which was also listed with the

work in German. Courses in Old Saxon and German folklore were offered. The amount of advanced work beyond the junior grade had now reached twenty hours a week.

GEORGE HEMPL, 1899-1900.—In August, 1899, Professor Hench was killed in an accident, and George Hempl, Professor of English Philology and General Linguistics, was temporarily placed in charge of the Department of German. He entered actively into the teaching, giving courses in Gothic, modern German sounds, methods of teaching German, and German syntax.

MAX WINKLER, 1900-1929.—In the spring of 1900, Max Winkler was made Acting Professor of German and was given temporary charge of the department; two years later he was appointed Professor of the German Language and Literature. The same two years saw the appointment of Herbert DeWitt Carington (Yale '84, Ph.D. Heidelberg '97), Carl Frederick Augustus Lange ('94, Ph.D. '03), Carl Eggert (Iowa '86, Ph.D. Chicago '91), and John William Scholl ('01, Ph.D. '05), all as instructors. The advanced work in the department was rising continually and in 1902-3 amounted to sixty-eight hours. A course in Old Icelandic, by Boucke, indicated a revived interest in Scandinavian, which, however, was not given again until 1907.

The first official mention of extracurricular faculty activity was made in the announcement of the department for 1903-4, as follows:

JOURNAL CLUB.—Meetings of instructors and advanced students of the German Department are held every two or three weeks throughout the year, at which reports are made of important contributions to German philology and literature. (*Cal.*, 1903-4, p. 74.)

Departmental notices also attested the growing importance of the training of teachers. "The requirements of the

teacher's diploma in German is twenty-five hours of work in the Department selected after consultation with the professor in charge" (*Cal.*, 1905-6). By this time Hildner, Boucke, Florer, and Eggert had been advanced to assistant professorships; and Diekhoff had been appointed Junior Professor. Throughout this period, because of a growing interest in German, instructors were added from time to time, and by 1909 there were seven sections for freshmen, ten for sophomores, and seven for juniors, with fifty-five hours of electives for upperclass and graduate students. In 1912 Boucke received a full professorship. In 1911 he had developed a course in Norwegian literature in English, the only work offered in Scandinavian for the next fourteen years. Throughout this period instructors changed rapidly. Among appointments was that of Fred B. Wahr ('12, Ph.D. '15) in 1912 as an instructor.

With the advent of the first World War a feeling against study of the German language and culture spread throughout the country, but was not immediately apparent in the University. In 1916-17 the twelve staff members were teaching nine freshman sections and nine sophomore sections, in addition to many advanced classes. The following year, however, the enrollment dropped to three freshman sections and seven sophomore sections, and three members of the faculty, Eggert, Florer, and Boucke (who had retained his German citizenship) left the University faculty. Frederick William Peterson (Lake Forest '11, A.M. Michigan '16) was transferred from an instructorship in the Department of Engineering English to a similar position in this department in 1916. After a year he became Instructor in Rhetoric. By 1918 Wahr was in military service, and as a result of the various changes, only three men—Winkler, Diekhoff, and Hildner—remained, and only a few sections in ele-

mentary work and twelve hours of senior and graduate work were offered each semester. Work in Scandinavian fell to zero once more; it did not benefit by the misfortunes of its sister language as did the Romance languages. Enrollment fell from a peak of 1,300 to less than 100.

During the first postwar years, return to the study of German was very slow, though there was sufficient development to justify a gradual increase in the faculty. Wahr returned to become Assistant Professor in 1921, and Scholl in 1922 became Associate Professor. During the years 1923 and 1924, however, an increasing number of elementary students necessitated the appointment of five new instructors, among whom was Arthur Van Duren, Jr. ('23, Ph.D. '30), and a further increase in enrollment by 1925 allowed the appointments of Norman Leroy Willey (Syracuse '08, Ph.D. Michigan '25) as Assistant Professor and of Walter Albert Reichart ('25, Ph.D. '30) and three others as instructors.

In 1925-26 the faculty consisted of two professors, two associate professors, two assistant professors, and seven instructors. Work in beginning German was again offered in the second semester. Scientific German became an alternative in the third and fourth semesters, thirteen hours of optional work was offered in the junior courses, and the advanced work totaled twenty-four hours. Courses in Norwegian and Old Norse were again undertaken. The journal club was revived in 1926. Almost every year there was an increase in the number of instructors, among them one of the present members of the staff, Philip Diamond ('22, A.M. '27).

JOHN W. EATON, 1929-35.—John Wallace Eaton (A.M. Dublin '12, LL.B. Saskatchewan '23, Litt.D. Dublin '29) was called from the University of Saskatchewan in 1929 to become Professor of German and Chairman of the Depart-

ment, following the retirement of Professor Max Winkler, who died on March 14, 1930. The German staff in the Department of Modern Languages in the College of Engineering had been consolidated with that of the department in the College of Literature, Science, and the Arts, and in this way three new members were added to the faculty: Alfred Oughton Lee (M.S. Berlin '94, M.D. *ibid.* '98), Professor of Modern Languages, Edmund Wild (Texas '03, M.S. *ibid.* '09), Associate Professor of German, and Aloysius Joseph Gaiss (Alfred Univ. '18, Ph.D. Michigan '29), Assistant Professor. In 1929-30 the work in the department included nineteen sections of beginning German, with two extra off-semester courses; ten sections of sophomore German; six sections of junior work; four extra hours of electives; and ten hours of graduate electives. Ten hours' work in Scandinavian was also offered each semester. The following year there were twenty-four sections of beginning German, and this continued growth in enrollment necessitated the appointment of five more instructors. Willey became Associate Professor, and Reichart and Van Duren were advanced to assistant professorships.

There was a decline to seventeen regular sections of freshman work in the autumn of 1932, an effect of the financial depression. Although the enrollment gradually increased after its lowest point in 1933, the retrenchment in the number of courses continued. During the year 1935 Professor Tobias J. C. Diekhoff and Associate Professor Edmund Wild were taken by death.

HENRY W. NORDMEYER, SINCE 1935.—Henry W. Nordmeyer (Ph.D. Wisconsin '14), of New York University, became Professor of German and Chairman of the Department of German in 1935. Since then the enrollment has increased, and the work has been expanded.

There were 1,035 students enrolled in the department in 1939-40.

METHODS OF INSTRUCTION.—German instruction in the University of Michigan has, of course, been exposed to the various pedagogical fads of the teaching profession and of educational experimenters during the course of nearly a century, but the sane views of the various heads of the department have always prevented great excesses. With prudent conservatism the department has kept in mind the fact that this is an American institution, hence the main objective of the instruction is a reading knowledge of the German language.

In Professor Fasquelle's time there was little to distinguish the teaching of ancient and of modern languages; both were impressed upon the student's mind by dictionary, grammar, and written work, whereas conversation was practically ignored.

With Evans, Thomas, and Hench, Germanic philology was stressed and the interrelations of English and the foreign language were emphasized. Under Hempl's brief chairmanship German phonetics assumed major importance and a good pronunciation was considered the principal essential of any serious work. The direct-method system of instruction reached the University of Michigan shortly after the new century began, but Winkler's conservative attitude prevented its being carried to extremes in the German classrooms.

The present tendency to treat a modern language as a mere incidental in the cultural pattern of the foreigners who speak it—to relegate German linguistic instruction to the position of an orientation course in German civilization—has at present no advocates in our corps of instructors.

The faculty of the Department of Germanic Languages and Literatures has included the names of a considerable num-

ber of outstanding scholars. Edward P. Evans lived abroad after his resignation and became a scholar and *littérateur* of acknowledged importance, writing with equal facility books in German and in English, e.g., *Evolutional Ethics and Animal Psychology* (1898), *Beiträge zur amerikanischen Literatur- und Kulturgeschichte* (Stuttgart, 1898).

Professor Calvin Thomas was in his day perhaps the best-known Germanic scholar in America, and his *Complete German Grammar* still remains the outstanding textbook in its class. He was especially proficient in his work on Goethe and was a pioneer among American scholars in employing the Weimar archives. His edition of *Faust* was his most important contribution in this field, although his *Tasso* and *Hermann und Dorothea* give abundant evidence of his accuracy and erudition.

George Allison Hench was a distinguished philologist and research scholar of his day, already recognized on both sides of the Atlantic, although he was only thirty-three at the time of his death. His great contributions to philology are the *Monsee Fragmente* and *Der althochdeutsche Isidor*, but his name also appears under many articles in scholarly publications of his time.

Max Winkler was a worthy successor of such men as Thomas and Hench, and his great erudition is evidenced by his meticulously annotated editions of many German classics, for example, *Emilia Galotti*, *Egmont*, *Wallenstein*, and *Iphigenie*.

Jonathan A. C. Hildner, whose retirement came in 1938, leaves behind him the record of a long career of inspirational teaching and the remembrance of a fatherly interest in his students. Professor Hildner also was the author of many books and articles, of which the most notable is, possibly, his scholarly edition of *Götz von Berlichingen*.

Tobias J. C. Diekhoff also long occupied an important position on the staff and is remembered with affection by many old graduates. His best book was his annotated edition of *Nathan der Weise*.

Several of the men on the staff who gained no especial recognition from publications in the field of Germanic studies were nevertheless most efficient in their classroom work and contributed much more than their share to the popularity of the department. Among these may be mentioned Ernst Heinrich Mensel, a genial and genuinely loved instructor, who was later a well-known professor at Smith College.

A good number of those whose names appear but transitorily on our faculty lists have attained great distinction in the field elsewhere: Professor Thurnau (University of Kansas), Professor Hollander (Texas), Professor Boucke (Heidelberg), Professor Weigand (Yale), Professor Roedder (New York University), and Professor Lussky (Arkansas).

The total number of advanced degrees in German through June, 1940, was 243. Of these 41 were degrees of doctor of philosophy and 202 were master's degrees—2 of philosophy, 1 of science, and 199 of arts.

The range of subjects treated in the department in the days of Winkler comprises in itself a liberal education. For example, in the second semester of 1909-10 twenty-six distinct German courses for seniors and graduates were offered. These included work in Hauptmann, Arno Holz, Goethe, Schiller, Lessing, Hebbel, two courses in Middle High German, Old High German, Old Saxon, German art and culture of the nineteenth century, the history of German literature, conversation and composition courses, a teachers' course, four proseminars, and the history of the German language.

All this suffered an abrupt change under the influence of the political events of the years 1914-18, and the department has never completely recovered the proportional enrollment it formerly enjoyed, although it has been directed by competent scholars and has received sympathetic support from the University authorities. The present unbalanced enrollment in favor of the elementary courses, which the University has in common with most American universities, is probably caused largely by the fact that entering students usually present themselves without any preparation in the language.

NORMAN L. WILLEY

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